Library and Information Science

Student Handbook

2015 – 2016

UNIVERSITY *of* DENVER

MORGRIDGE COLLEGE OF EDUCATION

The University of Denver *Library and Information Science (LIS) Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the MLIS degree and advanced certificates. In addition to this handbook, the student should also refer to the University of Denver Graduate Policies and Procedures found in the Graduate Bulletin available at: http://bulletin.du.edu/graduate/gradpolicy/ and the MCE Policies and Procedures found here: http://morgridge.du.edu/handbooks-forms/

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.

Contents

PART I: OVERVIEW

General Contact Information

Dr. Clara L. Sitter, Clinical Professor, Library & Information Science Lead Faculty
csitter@du.edu; 303-871-3587; Room 247 Ruffatto Hall, University of Denver
For assistance related to LIS curriculum, classes, etc.

Dr. Nicholas Cutforth, Professor; Research Methods & Information Science Department Chair
Nicholas.Cutforth@du.edu; 303-871-2477; Room 252 Ruffatto Hall, University of Denver
For assistance in all matters relating to the Research Methods and Information Science (RMIS) Department

Karen LeVelle, Academic Services Associate, Morgridge College of Education
Karen.LeVelle@du.edu ; 303-871-3791; Room 242 Ruffatto Hall, University of Denver
For assistance related to academic records, graduation application process, and general college support

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

Office of Budget and Finance, Morgridge College of Education
James.Banman@du.edu ; 303-871-6291; Room 317 Ruffatto Hall, University of Denver
For assistance related to financial aid and student scholarships

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

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

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

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

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

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

Mary Stansbury, MLS, PhD, Texas Woman's University. 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 was 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 chair of the ALA Committee on Accreditation.

Accreditation

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

Program Mission

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

Program Vision

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

Program Goals

It is the goal of the LIS Program to prepare graduates to serve in public, academic, school, or specialized libraries and information settings, 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.
- Prepares students to be reflective practitioners and critical consumers of research.
- Provides the skills that graduates will need to adapt to and effectively manage change in community and global settings.
- Instills in LIS graduates an understanding of and commitment to the high ethical standards of the Library and Information Science profession.

Program Outcomes

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

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

Part II: LIS PROGRAM REQUIREMENTS

Master of Library and Information Science Degree
Core Curriculum and Specializations

Coursework Overview

The MLIS Program is designed to have both academic and experiential learning components. Each approach is essential to professional preparation and completing a graduate degree. The following review of learning experiences gives an overview of the purpose of these degree components. Degree requirements can be found in the Graduate Bulletin: http://bulletin.du.edu/graduate/gradpolicy/

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 Academic Libraries, Archives and Special Collections, Digital Libraries, Early Childhood Librarianship, Information Technology, Public Libraries, School Libraries, Special Libraries and other areas. In collaboration with the academic advisor, students will select courses that best suit their career goals and interests. A list of LIS courses, a link to course descriptions, a Coursework Plan form, and Specialization Guidesheets are found in the Appendices of this handbook.

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. The School Libraries specialization is a prescribed concentration to ensure meeting Colorado Department of Education requirements for teacher librarians.

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

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

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

LIS Courses
MLIS Required Courses (28 qtr. hrs.)
Students should take their required (core) courses as soon as possible (except for the Practicum or Capstone) because these courses present foundational concepts that are key to success in electives. In particular, LIS 4000 and LIS 4015 should be taken in the first quarter of study. Please refer to the coursework plan in Appendix B for the list of required courses.

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.

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

Academic Advising
Academic advising is a shared responsibility of the student and the faculty academic advisor. Ultimately, the completion of degree requirements and submission of all necessary documentation is the student's responsibility. It is the faculty advisor's responsibility to provide the student with accurate information about degree and program requirements, as well as professional guidance. When a student is admitted to the LIS Program, an academic advisor is assigned. All LIS faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the Coursework Plan, select the Practicum or Capstone option, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the LIS faculty members 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 Lead Faculty if their advisor is not on campus. The LIS Advising Checklist for Students (below) indicates the necessary advising activities and chronology.

LIS Advising Checklist for Students

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

Student Expectations and Preparation

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

- **1st Quarter**—*Purpose:* Prepare Coursework Plan; transfer credits; general advising. *Preparation:* Transcript and course description for courses to be transferred to LIS program.
  - _____ (date completed)

- **1st/2nd Quarter interim**— *Purpose:* Grade check; general advising as needed.
  Preparation: Students bring a copy of the Coursework Plan and an informal transcript.
  - _____ (date completed)

- **3rd Quarter (24-28 hours)**— *Purpose:* Annual review; general advising; plan/ideas for Culminating Experience; set dates for completion of the degree. *Preparation:* Students take a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, and Culminating Experience as appropriate.
  - _____ (date completed)

- **5th Quarter (40-45 hours)**— *Purpose:* Discussion of Culminating Activity (Practicum or Capstone); Graduation application; general advising. *Preparation:* Students take a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, & Culminating Experience as appropriate.
  - _____ (date completed)

- **Last Quarter**— *Purpose:* Final check before graduation; incompletes; Culminating Experience completed; general advising. *Preparation:* Students take a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, & Culminating Experience as appropriate; contact information post-graduation, placement services.
  - _____ (date completed)

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

Student_____   Advisor _____

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the LIS Program in graduate coursework counted toward the degree. The average is determined on the basis of the University's grading system. **Credits carrying a "B-" or below will not be accepted by the LIS program as meeting degree requirements**. After two consecutive quarters of deficit, the student will be dismissed from the LIS program.

Portfolio Requirements

In lieu of a comprehensive exam, all students will have an extensive Portfolio requirement. Artifacts from each core class and most electives will make up the portfolio as well as other documents and personal statements. The portfolio should begin during the first year and be completed during the final quarter. The following links provide further information on the portfolio process:

- **Instructions for Formatting Your Student Portfolio**
- **Portfolio Checklist and Artifacts**
- **Portfolio Review Rating Form**

PART III: PROGRAM PERSONNEL AND RESOURCES

Library and Information Science Student Associations

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

LIS Student Groups

LISSAA (Library and Information Science Student and Alumni Association) lissaa.du@gmail.com
President: Alyx Campbell
President Elect: To be elected
Program Director: To be elected fall quarter of 2015
Marketing Director: Kate Scherer
Secretary/Treasurer: To be elected fall quarter of 2015Faculty Advisor: Clara Sitter

ALA   (American Library Association—Student Chapter)
President: To be elected fall 2015
Vice President: To be elected fall 2015
Secretary: Tanya Prax
Treasurer: To be elected fall 2015
Program Chair: To be elected fall 2015
Faculty Advisor: Krystyna Matusiak

ASIS&T   (American Society for Information Science & Technology Student Chapter) asistdu@gmail.com;
http://asistdu.wordpress.com/
Chair: Jenny Guo
Vice Chair: To be elected fall 2015
Program Director: To be elected fall 2015
Web Content Manger and Marketing Director: To be elected fall 2015
Secretary and Treasurer: To be elected fall 2015
Faculty Advisor: Shimelis Assefa

SAA (Society of American Archivists—Student Chapter)
President: Jane Nelson
Vice President: Claire Mosier
Secretary: To be elected fall 2015
Treasurer: To be elected fall 2015
Program Chair: To be elected fall 2015
Faculty Advisor: Heather Ryan

SLA (Special Library Association—Student Chapter)
President: Yvonne Allen
President Elect: To be elected winter 2016 (Should be a 1st year student)
Secretary: Blake Hill (new secretary to be elected winter 2015)
Treasurer: To be elected fall 2015
Faculty Advisor: Joe Kraus, Anderson Academic Commons Librarian)

Beta Phi Mu   (Honorary association for Library Science)
Approximately 20-25% of the graduating students each year are selected for membership. Selection is done in the spring for graduates from the previous August, November, March and upcoming June and is based on grade point average and potential in the profession. Induction into Beta Phi Mu is typically done in May. Once inducted you should be a member "for life."
Faculty Advisor: Mary Stansbury

Library and Information Science Adjunct Faculty
The LIS Program benefits from the dedication and expertise of professors and instructors who teach on an ongoing basis. Adjuncts (part-time faculty) are highly qualified practitioners and specialists, working in the field in various capacities, who share their expertise with LIS students. Anderson Academic Commons

librarians and Westminster law librarians regularly teach and mentor students in the public and technical services tracks and provide opportunities for internships, practicum experiences, and service learning.

Adjunct Faculty
- Nicole Davies
- Kim Dority
- Martin Garnar
- Alison Hicks
- Jamie LaRue
- Alex Martinez
- Matthew Maynerik
- Stephanie McCutcheon
- Sharon Morris
- Julie Moss
- Jeremy Nelson
- Joanna Nelson
- Karen Neville
- Padma Polepeddi
- Priscilla Queen
- Joe Ryan
- David Sanger
- Jeff Sauro
- Jamie Seemiller
- Donna Walker
- Tara Williamson

University of Denver Librarians Affiliate Faculty
University Libraries Faculty
- Christopher Brown
- Kevin Clair
- Kate Crowe
- Steve Fisher
- Carrie Forbes
- Joe Kraus
- Sheila Yeh

Westminster Law Librarians
- Karina Condra

Library and Information Science 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.

Advisory Board Members

- Camila Alire, Past President, American Library Association; Dean Emeritus, University of New Mexico and Colorado State University libraries
- Nancy Allen, Dean, University Libraries, University of Denver, Retired
- Nancy Bolt, Consultant, former Deputy Commissioner for Education and State Librarian of Colorado.
- Gene Hainer, Assistant Commissioner for Library and Adult Education - Colorado State Library
- Abby Hoverstock, Denver Public Library, Senior Archivist/Librarian
- Jamie LaRue, Consultant; Douglas County Library Director, Retired
- David Sanger, Denver Public Schools, Retired
- Lisa Traditi, University of Colorado Health Science Library

Morgridge College of Education Office Budget and Finance

To receive information about financial assistance and scholarships, students are encouraged to contact the Office of Budget and Finance, located in room 317 of Katherine A. Ruffatto Hall, 303-871-6291. James Banman (James.Banman@du.edu).

Academic Services

For questions related to academic requirements, contact Karen LeVelle, Academic Services Associate, Karen.LeVelle@du.edu or 303-871-3791. Karen 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.

Professional Norms and Standards

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

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

American Library Association Code of Ethics
Adopted June 28, 1997, by the ALA Council; Amended January 22, 2008.

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

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

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

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

I.   We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.

II.   We uphold the principles of intellectual freedom and resist all efforts to censor library resources.

III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.

IV.   We respect intellectual property rights and advocate balance between the interests of information users and rights holders.

V.   We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.

VI.   We do not advance private interests at the expense of library users, colleagues, or our employing institutions.

VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

VIII.   We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

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

National, Regional, and State Associations

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

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

Part VI: COMMUNICATION CHANNELS AND TECHNOLOGY

Libschool-L Distributed Email List

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

Laptops

It is strongly recommended that LIS students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of

Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in most 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.

APPENDIX A

LIBRARY AND INFORMATION SCIENCE COURSES

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

Course Title	Frequency of Offering	Quarter Offered
LIS 4000 Foundations of Library, Archival, and Information Sciences	Every year	Fall
LIS 4010 Organization of Information	2/year	Winter, Spring
LIS 4011 Information Access & Retrieval	Every other year	TBD
LIS 4015 User and Access Services	Every year	Fall
LIS 4040 Management of Information Organizations	2/year	Winter, Spring
LIS 4050 Library and Information Technologies	2/year	Fall, Spring
LIS 4060 Reference	1/year	Fall
LIS 4070 Cataloging & Classification	1/year	Fall
LIS 4110 Teaching and Learning with Technology	Every other year	Winter 2017
LIS 4206 Web Content Management	Every year	Spring
LIS 4208 Usability	Every other year	TBD
LIS 4209 Information Architecture	Every other year	Fall
LIS 4320 Outreach	Every other year	TBD

LIS 4321 Collection Management	Every year	Winter
LIS 4330 Library Instruction	Every other year	Winter 2016
LIS 4350 Adult Materials & Services	Every year	Spring
LIS 4362 Government Publications Resources	TBD	TBD
LIS 4370 Database searching	Every year	Spring
LIS 4372 Medical Librarianship Resources	Every other year	TBD
LIS 4374 Law Librarianship & Resources	Every other year	TBD
LIS 4404 Metadata Architectures	Every year	Spring
LIS 4508 Early Childhood Materials & Services	Every other year	Spring 2016
LIS 4510 Children's Materials & Services	Every year	Fall
LIS 4511 Storytelling	Every other year	Summer 2017
LIS 4520 Young Adult Materials & Services	Every year	Winter
LIS 4535 School Libraries	Every other year	Winter 2017
LIS 4610 Alternative Careers for Librarians	TBD	TBD
LIS 4700 Special Topics in Library & Information Science	Generally 1 or 2 per quarter	Fall, Winter, Spring, and Summer
LIS 4701 Reference Topics: Topics	Every year	TBD
LIS 4702 Type of Library	Every year	TBD
LIS 4800 Introduction to Archives & Records Management	Every year	Winter
LIS 4805 Records Management	Every year	Spring
LIS 4806 Advanced Archives	Every year	Spring
LIS 4810 Digital Libraries	Every year	Fall
LIS 4820 Digitization	Every year	Winter

LIS 4830 Building Digital Collections	Every year	Spring
LIS 4850 Digital Preservation	Every other year	Winter 2017
LIS 4901 Capstone Course	Offered as needed	Fall, Winter, Spring
LIS 4902 Internship	Offered every year	Fall, Winter, Spring, Summer
LIS 4910 Practicum Experience	Offered every year	Winter, Spring, Summer
LIS 4911 Elementary School Practicum	Every year	Winter, Spring
LIS 4912 Secondary School Practicum	Every year	Winter, Spring
LIS 4920 Service Learning in Library & Information Science *LIS students are limited to a total of six quarter hours of combined LIS 4991 Independent Study and LIS 4920 Service Learning*	Every quarter with instructor permission	
LIS 4991 Independent Study *LIS students are limited to a total of six quarter hours of combined LIS 4991 Independent Study and LIS 4920 Service Learning*	Every quarter with instructor permission	
LIS 4992 Directed Study	Variable	

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

Research Methods and Statistics
RMS 4900 Education Research & Measurement
This course is intended for Master's students in the Morgridge College of Education. Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined. 4 qtr. hrs. [Required for all MCE masters level students. Students with another masters degree and have taken a similar class should discuss options with their advisor.] **Every year; fall, winter, spring, and summer**

RMS 4954 Grant Writing

This course provides a focused overview of grant writing for educators. It examines the development of reference tools (paper, electronic, and online), websites, structuring, and writing funding requests, community collaboration and partnerships, project budgeting, management, evaluation, sustainability, and reporting activities. 3 qtr. hrs. **Every summer**

Other University of Denver Course Offerings

Museum Studies

Various classes are available on a space-available basis.

ENGL 4851 Publishing Institute

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

Library and Information Science Program
Coursework Plan (Handbook year 2015-2016)

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 Foundations of Library, Archival, & Info Sciences	4			
LIS 4010 Organization of Information	4			
LIS 4015 User and Access Services	4			
LIS 4040 Management in Information Organizations	4			
LIS 4050 Library & Information Technologies	4			
RMS 4900 Education Research and Measurement	4			
LIS 4910 Practicum **–or-** LIS 4901 Capstone	**4**			
TOTAL	28			
ELECTIVES—30 quarter hours				
	30			
TOAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	58			
Non-Academic Requirements:		Quarter	Date Passed	
Portfolio				

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 a "B-" or below 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: 2015-2016   Total Hours 58   Revised 5/14/15

Library and Information Science Program Course Work Plan (2015-2016)
School Libraries Concentration

Student _____ ID# _____ Advisor _____

Student Email _____ Anticipated Graduation Date: _____

LIS CORE – 28 credits	Credit Hours	Quarter to Enroll	Quarter Enrolled	Credits Earned
LIS 4000 Foundations of Library, Archival & Info Science	4			
LIS 4010 Organization of Information	4			
LIS 4015 User & Access Services	4			
LIS 4040 Management of Information Organizations	4			
LIS 4050 Library & Information Technologies	4			
RMS 4900 Educational Research & Measurement	4			
LIS 4911 Elementary Practicum	2			
LIS 4912 Secondary Practicum	2			
TOTAL CORE	**28**			
REQUIRED FOR SCHOOL LIBRARIES – 20 credits		**Quarter to Enroll**	**Quarter Enrolled**	**Credits Earned**
LIS 4060 Reference	3			
LIS 4070 Cataloging and Classification	3			
LIS 4321 Collection Management	3			
LIS 4510 Children's Materials & Services	3			
LIS 4520 Young Adult Materials & Services	3			
LIS 4700 School Libraries	2			
Choose one additional literature or literacy class:				
LIS 4508 Early Childhood Materials & Services	3			
LIS 4350 Adult Materials & Services	3			
Another Literacy course	3			
TOTAL REQUIRED	**20**			
ELECTIVES (*Suggested) – 10 credits				
*LIS 4110 Teaching & Learning with Technology	3			
*LIS 4508 Early Childhood Materials & Services	3			
*LIS 4350 Adult Materials & Services	3			
TOTAL ELECTIVES	**10**			
TOTAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	**58**			
NON-ACADEMIC REQUIREMENTS:				
Portfolio				

_____

Student   Date   Advisor   Date

Note: Degree plan approval is not binding unless it meets the requirements of the Catalog under which the student was accepted. Independent Study transfers from other institutions require separate written approval.   Catalog Year: 2015-2016 Total Hours 58

Library and Information Science Program Specialization Guidesheet[1]
Academic Libraries

Academic librarians serve the information needs of the higher education community to improve learning, teaching, and research. They assist users 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 librarians help learners find information and use it effectively. They must have knowledge of a wide variety of scholarly and information sources, serving as liaisons to academic departments.

In response to their instructional role to support learners' information literacy, academic 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.) ⊶ Key electives

LIS 4060	⊶	Reference (3 qtr. hrs.)
LIS 4070	⊶	Cataloging and Classification (3 qtr. hrs.)
LIS 4321	⊶	Collection Management (3 qtr. hrs.)
LIS 4330	⊶	Library Instruction (3 qtr. hrs.)
LIS 4110	⊶	Teaching & Learning with Technology (3 qtr. hrs.)
LIS 4362	⊶	Government Publications (2 qtr. hrs.)
LIS 4701	⊶	Reference Topics: (1 qtr. hr. each)
LIS 4370	⊶	Database Searching (2 qtr. hrs.)
LIS 4702	⊶	Type of Library: Academic Libraries (2 qtr. hrs.)
LIS 4011		Information Access & Retrieval (3 qtr. hrs.)
LIS 4810		Digital Libraries (3 qtr. hrs.)
LIS 4850		Digital Preservation (3 qtr. hrs.)
LIS 4206		Web Content Management (3 qtr. hrs.)

---

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

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

Library and Information Science Program Specialization 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 4800 ⊷   Introduction to Archives & Records Management (3 qtr. hrs.)
LIS 4806 ⊷   Advanced Archives (3 qtr. hrs.)
LIS 4404   Metadata Architectures (3 qtr. hrs.)
LIS 4850   Digital Preservation (3 qtr. hrs.)
LIS 4805   Records Management (3 qtr. hrs.)
LIS 4700   Data Curation (3 qtr. hrs.)
LIS 4810   Digital Libraries (3 qtr. hrs.)
LIS 4820   Digitization (3 qtr. hrs.)
LIS 4830   Building Digital Collections (3 qtr. hrs.)
LIS 4206   Web Content Management (3 qtr. hrs.)

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

⊷ **Key electives**

---

[1] The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.
[2] Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Specialization Guidesheet
Digital Libraries[1]

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

Core Requirements

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

Culminating Experience (choose one course)

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

Recommended Courses[2]   (Prerequisites may apply.)

LIS 4011   Information Access & Retrieval (3 qtr. hrs.)
LIS 4070   Cataloging & Classification (3 qtr. hrs.)
LIS 4208   Usability (3 qtr. hrs.)
LIS 4850   Digital Preservation (3 qtr. hrs.)
LIS 4810 ⊢   Digital Libraries (3 qtr. hrs.)
LIS 4820 ⊢   Digitization (3 qtr. hrs.)
LIS 4830 ⊢   Building Digital Collections (3 qtr. hrs.)
LIS 4206 ⊢   Web Content Management (3 qtr. hrs.)
LIS 4404 ⊢   Metadata Architectures (3 qtr. hrs.)
LIS 4207   Information Architecture (3 qtr. hrs.)

⊢ **Key electives**

---

[1] The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.
[2] Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Specialization 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 story times, lapsits for babies, toddler story times, 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 Academic Competencies (3 qtr. hrs.)
CFSP 4310 ↦   Infant Development (3 qtr. Hrs.)
LIS 4060   Reference (3 qtr. hrs.)
LIS 4321   ↦   Collection Management (3 qtr. hrs.)
LIS 4508   ↦   Early Childhood Materials & Services (3 qtr. hrs.)
LIS 4510   ↦   Children's Materials & Services (3 qtr. hrs.)
LIS 4520   Young Adult Materials & Services (3 qtr. hrs.)
LIS 4511   Storytelling (2 qtr. hrs.)

↦ Key electives

---

[1] The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.
[2] Courses are listed on the annual LIS rotation. Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Specialization Guidesheet[1]
Information Technology

Information technology or systems librarians are responsible for the management and operations of the library technology infrastructure. The coursework in library and information technology focus area provides a foundation for students to work as information technology and/or systems librarian in different library settings. Courses offered focus on web applications and services, information architecture, user experience and usability, digital libraries, and technical services. As a key technology person, the system librarian prepares plans and evaluates the acquisition of new technologies, migration to new technologies, administers integrated library systems, creates documentation for hardware and software, and provides training to the library staff and often to users.

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 4011		Information Access & Retrieval (3 qtr. hrs.)
LIS 4110		Teaching & Learning with Technology (3 qtr. hrs.)
LIS 4206	⊷	Web Content Management (3 qtr. hrs.)
LIS 4207	⊷	Information Architecture (3 qtr. hrs.)
LIS 4208	⊷	Usability (3 qtr. hrs.)
LIS 4321		Collection Management (3 qtr. hrs.)
LIS 4404	⊷	Metadata Architectures (3 qtr. hrs.)
LIS 4810		Digital Libraries (3 qtr. hrs.)
LIS 4830		Building Digital Collections (3 qtr. hrs.)
LIS 4850		Digital Preservation (3 qtr. hrs.)

⊷ Key electives

---

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

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

Library and Information Science Program Specialization Guidesheet[1]
Public Libraries

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 4350 ⊷   Adult Materials & Services (3 qtr. hrs.)
LIS 4320 ⊷   Outreach (3 qtr. hrs.)
LIS 4362   Government Publications (2 qtr. hrs.)
LIS 4363 ⊷   Database Searching (2 qtr. hrs.)
LIS 4372   Medical Librarianship & Materials (3 qtr. hrs.)
LIS 4508   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 4701   Reference Topics: (1 qtr. hr. each)
LIS 4702 ⊷   Type of Library: Public Libraries (2 qtr. hrs.)

⊷ **Key electives**

NOTE: For a specialization in Youth Services in public libraries See the School Libraries Specialization and add LIS 4702Type of Library: Public Libraries (2 qtr. hrs.)

---

[1] The Guidesheet is intended to assist students in course selection with consultation from the faculty advisor.
[2] Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Specialization Guidesheet[1]
Records Management

Records Information Management is the professional practice or discipline of controlling and governing what are considered to be the most important *records* of an organization throughout the records life-cycle, which includes from the time such records are conceived through to their eventual disposal. This work includes identifying, classifying, prioritizing, storing, securing, archiving, preserving, retrieving, tracking and destroying of records.

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.)

Suggested Electives[2] (Prerequisites may apply.)

LIS 4800 ⊶   Introduction to Archives & Records Management (3 qtr. hrs.)
LIS 4805 ⊶   Records Management (3 qtr. hrs.)
LIS 4806 ⊶   Advanced Archives (3 qtr. hrs.)
LIS 4820   Digitization (3 qtr. hrs.)
LIS 4830   Building Digital Collections (3 qtr. hrs.)
LIS 4850   Digital Preservation (3 qtr. hrs.)
LIS 4206   Web Content Management (3 qtr. hrs.)
LIS 4404   Metadata Architectures (3 qtr. hrs.)

⊶ **Key electives**

---

[1] The Guide Sheet is intended to assist students in course selection with consultation from the faculty advisor.
[2] Selected courses are offered each year; others are offered in alternating years. See the LIS website for further information (morgridge.du.edu/programs/library-and-information-science/).

Library and Information Science Program Specialization 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 as well as completing 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 (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 (20 qtr. hrs.)
LIS 4060   Reference (3 qtr. hrs.)
LIS 4070   Cataloging and Classification (3 qtr. hrs.)
LIS 4321   Collection Management (3 qtr. hrs.)
LIS 4508   Early Childhood Materials & Services; or LIS 4350 Adult Materials & Services;
LIS 4510   Children's Materials & Services (3 qtr. hrs.)
LIS 4520   Young Adult Materials and Service (3 qtr. hrs.)
LIS 4530   School Libraries (2 qtr. hrs.)

Culminating Experience (**4 qtr. hrs.)**
LIS 4911   Elementary Practicum (2 qtr. hrs.) and
LIS 4912   Secondary Practicum (2 qtr. hrs.)

Recommended Electives (10 qtr. hrs.)
LIS 4110   Teaching & Learning with Technology (3 qtr. hrs.)
LIS 4206   Web Content Management (3 qtr. hrs.)
LIS 4330   Library Instruction (3 qtr. hrs.)
LIS 4701   Reference Topics: (1 qtr. hr. each)
RMS 4959   Grantwriting (3 qtr. hrs.)
      NOTE: For a specialization in Youth Services in public libraries use the School Libraries Specialization and add LIS 4702Type of Library: Public Libraries (2 qtr. hrs.) See also the Public Libraries Specialization Guidesheet.

---

[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 Specialization Guidesheet[1]
Special Libraries

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.)
LIS 4070		Cataloging & Classification (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 4374		Law Librarianship & Resources (3 qtr. hrs.)
LIS 4805		Records Management (3 qtr. hrs.)
LIS 4810		Digital Libraries (3 qtr. hrs.)
LIS 4850		Digital Preservation
LIS 4702	↤	Type of Library: Special Libraries (2 qtr. hrs.)

↤ **Key electives**

---

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

[2] Special Libraries Association, http://www.sla.org/

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

Library and Information Science Program Guidesheet[1]
Web Services Librarian

The Web Services Librarian specialization prepares students for key information technology positions in different library settings. The web services librarian is responsible for smooth and reliable operation of the libraries' key digital storefront—the Web. He or she will manage and maintain the library web applications and services—including web content management systems, LibGuides CMS, OPAC interface, mobile library sites, and critical public-facing web assets. As a key member of the library technology team, the web services librarian conducts usability studies, ensures the library website meets design and accessibility standards, prepares documentation, and provides training to the library staff and often to users.

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 4011   Information Access & Retrieval (3 qtr. hrs.)
LIS 4308 ⊶   Usability (3 qtr. hrs.)
LIS 4209 ⊶   Information Architecture (3 qtr. hrs.)
LIS 4110   Teaching & Learning with Technology (3 qtr. hrs.)
LIS 4206 ⊶   Web Content Management (3 qtr. hrs.)
LIS 4321   Collection Management (3 qtr. hrs.)
LIS 4404 ⊶   Metadata Architectures (3 qtr. hrs.)
LIS 4810   Digital Libraries (3 qtr. hrs.)
LIS 4830   Building Digital Collections (3 qtr. hrs.)

⊶ **Key electives**

---

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

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

Background and Process

The MLIS Annual Student Review Process takes place every spring. 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 the first day of spring quarter. [NOTE: for 2016 the due date is the first day of the Spring Quarter.] The ASRS should be written in a clear, professional manner with specific examples incorporated for each quality.

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

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

A sample of a partial ASRS follows these guidelines.

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

Annual Student Review Self-assessment

For each of the listed qualities, please create a single paragraph with specific examples of your achievement and/or need for improvement. Submit a single electronic document to your academic advisor as an email attachment no later than the **first day of Spring Quarter (Monday, March 21, 2016)**.

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

Year 1 (or up to 24 credits)

1. **Dependability** – follows through on tasks; completes assignments in accordance with stated parameters and/or constraints; attends classes on a regular basis.
   > Please describe one or more incidents that you feel demonstrate your dependability and/or your need for improvement.

2. **Time Management/Work Organization** – organizes work and manages time effectively; completes assignments in a timely manner.
   > Please describe one or more incidents that you feel demonstrate your time management and/or organizational abilities and/or your need for improvement.

3. **Respect for Human Diversity** – exhibits awareness of and sensitivity to racial, cultural, socioeconomic, religious, gender-based, sexual orientation and other human differences; seeks out further understanding and skills needed to work with diverse populations.
   > Please describe one or more incidents that you feel demonstrate your respect for human diversity and/or your need for improvement.

4. **Communication** – expresses self orally in a clear and organized manner and expresses self in writing in a clear and organized manner.
   > Please describe one or more incidents that you feel demonstrate your ability and/or personal challenges to communicating orally and in writing.

5. **Technology** – expresses an understanding of the role of information technology management and a familiarity with direct use of basic or appropriate technologies to solve information-related problems.
   > Please describe one or more incidents that you feel demonstrate your ability and/or personal challenges with technology.

6. **Interpersonal Effectiveness** -- relates effectively with people and treats others with respect and professionalism.
   > Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities and/or personal challenges in this area.

7. **Adaptability/Flexibility** – adapts effectively to demands of situation; exhibits flexibility in face of change.

Please describe one or more incidents that you feel demonstrate your adaptability and flexibility and/or personal challenges in this area.

Year 2 (or 25-58 credits).

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

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

Submit a single document to your academic advisor no later than **the first day of Spring Quarter (Monday, March 21, 2016).**

8. **Leadership** – initiates professional and program-related activities; seeks out additional responsibility; is recognized as a leader by peers.
    Please describe an incident that you feel demonstrates your leadership and/or why it is an area for improvement.

9. **Lifelong Learning** – identifies a philosophy and plan for continuing professional development.
    Please describe your philosophy and plan for professional development and/or why it is an area for improvement.

10. **Ethical Responsibility** – supports intellectual freedom rights, understands copyright and intellectual property issues.
    Please describe your philosophy of professional ethical responsibility and/or why it is an area for improvement.

11. **Professional Demeanor--** conveys a confidence and self-awareness; exhibits an ability to work in a professional culture and commitment to service.
    Please describe an incident that you feel demonstrates your professional demeanor and/or why it is an area for improvement.

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

SAMPLE PARTIAL ANNUAL STUDENT REVIEW SELF-ASSESSMENT

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

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

   [Continue with remainder of qualities.]

NOTES: