

# **Master of Library and Information Science (MLIS)**

## **Online Program**

### **Student Handbook**

**2021-2022**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

## **Library & Information Science Program Key Information and Resources**

### **Organizational Structure**

The Library and Information Science Program (LIS) is one of two programs in the Research Methods and Information Science (RMIS) Department. RMIS is one department in the Morgridge College of Education (MCE).

### **Ruffatto Hall (KRH)**

The RMS and LIS faculty offices are on the second floor of KRH in the west wing.

### **Morgridge College of Education (MCE) website: <https://morgridge.du.edu>**

College, department, and program documents such as student forms, academic policies, contact information, and news.

### **Library and Information Science Program <https://morgridge.du.edu/programs/library-and-information-science/>**

Program specific information.

### **Research Methods and Information Science Department Portfolio: <https://portfolio.du.edu/RMIS>**

Department and program documents, including forms that are also found on the MCE website.

### **Registrar's Office website: <https://www.du.edu/registrar/>**

Registration information, course schedules, and course descriptions.

### **Bursar's Office website: <https://www.du.edu/bursar/>**

Billing and payment information.

### **PioneerWeb: <https://pioneerweb.du.edu>**

PioneerWeb is DU's secure portal for registration, grades, course links, personal information, transcripts, and more. You will login to PioneerWeb using your DU ID and password.

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## Preface

The *Master of Library and Information Science (MLIS) Online Program 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/mce-policies-procedures/>

In some cases, College and University policies take precedence over the regulations of the *MLIS Online Program 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.

The University of Denver (dba 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.

## PART I: OVERVIEW

### General Contact Information

Dr. Mary Stansbury, Associate Clinical Professor and Director, MLIS@Denver Online Program

[Mary.Stansbury@du.edu](mailto:Mary.Stansbury@du.edu),

303-871-3217, Room 243, Ruffatto Hall, University of Denver

For assistance with matters related to the MLIS@Denver Online Program including curriculum, classes, student concerns, etc.

Dr. Duan Zhang, Associate, Professor; Research Methods & Information Science Department Chair

[Duan.Zhang@du.edu](mailto:Duan.Zhang@du.edu)

303-871-3373; Room 232 Ruffatto Hall, University of Denver

For assistance in all matters relating to the Research Methods and Information Science (RMIS) Department including student concerns.

Dana Wright, Academic Services Associate, Morgridge College of Education

[Dana.Wright@du.edu](mailto:Dana.Wright@du.edu)

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

Student Success Advisor (assigned when deposit is received): \_\_\_\_\_

For assistance in all matters relating to the LIS Program and support for success in the program

Student's Academic Advisor (assigned when deposit is received): \_\_\_\_\_

For assistance in matters relating to planning coursework, preparing for the profession, approvals for academic requests such as transfer credits, and for general guidance in academic and professional matters

### Library and Information Science Faculty

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

**Spencer Acadia**, Clinical Assistant Professor

MLS, Texas Woman's University, MA in Psychology, PhD in Sociology,

Dr. Acadia has ten years of experience working in academic libraries and is an elected officer in the Knowledge Management Section of the International Federation of Library Associations (IFLA). He wrote for and edited the books *Libraries that Learn: Keys to Managing Organizational Knowledge* (American Library Association, 2019) and *Library and Information Studies for Arctic Social Sciences and Humanities* (Routledge, 2020). Spencer's ongoing research interests include dysfunction in the library workplace and LIS in, for, and about the Arctic. Spencer's primary teaching interests are research methods, international LIS studies, collection development and management, and social/behavioral aspects of LIS.

**Shimelis Assefa**, Associate Professor

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.

**Keren Dali**, Assistant Professor

MLIS and Ph.D., University of Toronto, Canada

Her primary research interests are community engagement in libraries; diversity and inclusion at the workplace; relationships between LIS and Social Work; disabilities; LIS education with the focus on humanistic pedagogies; and reading practices of adults. With the background in Social Work and LIS, Dr. Dali holds the inaugural Outstanding Instructor Award from the Faculty of Information, University of Toronto; the inaugural Connie Van Fleet Award for Research Excellence in Public Library Services to Adults; the Outstanding Reviewer distinction and the Outstanding and Highly Commended Paper distinctions from the Emerald publisher; and the David Cohen/ EMIERT Multicultural Award 2018 from the American Library Association. Her work has been funded by the grants from the Social Sciences & Humanities Research Council of Canada and the American Library Association, among others. She is active in LIS scholarly and professional associations, including ALISE, IFLA, and ASIS&t. Dr. Dali serves and as an editorial board member of *The Library Quarterly*, *Journal of Education for Library & Information Science*, and *Journal of Librarianship & Information Science*.

**Krystyna Matusiak**, Associate Professor

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.

**Peter Organisciak**, Assistant Professor

MA in Humanities Computing, Library and Information Studies, U. Alberta, PhD in Library and Information Science, U. Illinois at Urbana-Champaign

Dr. Organisciak is in his fourth year as an Assistant Professor, following a two-year post-doctoral research position with the HathiTrust Research Center. The focus of his research is non-consumptive access and tools for research over the 15 million book HathiTrust collection. His areas of research include large scale text analysis, data mining, crowdsourcing, and information retrieval. He teaches classes in information use and users, digital humanities, and scripting for large databases. His research articles and papers have been included in the *Journal of the Association for Information Science and Technology*, *Interdisciplinary Science Reviews*, *Digital Humanities Quarterly*, and the proceedings of *iConference*, *Joint Conference on Digital Libraries*, and the *ASIS&T conferences*.

**Mary Stansbury**, Clinical Associate Professor and Director, MLIS@Denver Online Program

MLS, PhD, Texas Woman's University

Dr. Stansbury's areas of teaching and research expertise include 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. Dr. Stansbury is currently working with an interdisciplinary team to study community assets for education in rural Colorado.



## **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 2018 and resulted in the Program receiving re-accreditation for 7 years. The next review is scheduled for 2025.

In addition, the University of Denver is accredited by the Colorado Higher Learning Commission (CHLC) for the Teacher-Librarian concentration and the North Central Association (NCA).

## **Program Mission**

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:

- 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 Culminating Internship, and the 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 Electives**

#### **Requirements 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 preview 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 optional field-based coursework. Core courses provide conceptual 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 Online MLIS electives have been chosen to provide learning opportunities for students interested in public, school, and academic libraries and in archives.

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 research methods courses to increase their understanding of research in the LIS field.

#### **Culminating Experience Options: Culminating Internship or Capstone:**

NOTE: Students must begin planning for a Culminating Internship or Capstone at least two quarters before they plan to register for the course. Only an overview of these two options is provided in this handbook. Consult the specific *Culminating Internship Handbook* and/or the *Capstone Handbook* for important additional details and timelines.

LIS 4910 Culminating Internship (CI) is a supervised opportunity that provides academic credit and experiential learning. This applied experience prepares students to begin entry- and mid-level positions within an information environment. Online program students work with the Placement Team to identify their goals for an internship. The Placement Team identifies possible internship sites and consults with the student and faculty supervisor for approval.

Students may identify their own site, following a consultation with the Placement Team and faculty supervisor. Under certain conditions, students may complete their internship at their workplace. Some locations are more selective than others and may require formal application procedures. The *Internship Handbook* is available on the MCE website (<http://morgridge.du.edu/handbooks-forms/>) and select LIS.

Faculty supervisors, also referred to as the Internship Instructor, provide regular individual feedback on the student's practical experience in the work setting, discuss the student's progress with field mentors, and provide appropriate group exploration of issues related to library professionals. The LIS 4910 Culminating Internship course includes asynchronous material and three live class meetings during the term. Individual meetings with the faculty supervisor are also required throughout the term.

The CI totals 3 credit hours. Enrollment in the CI requires that the student has completed all core courses and a minimum of 38 quarter hours. Most students do the CI during the last one or two quarters before graduation. However, many students have reported that they wish they had completed their internship as soon as they had the 38 credit hours. The primary reason for suggesting this is the context that an internship can provide for your remaining coursework.

LIS 4901 Capstone 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 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 that involves data collection in some form.

Capstones are supervised by the faculty instructor of the LIS 4901 course. In addition to some asynchronous content, there are several live class sessions and individual meetings with the instructor throughout the term. Students should consult with the instructor at least six weeks before they plan to register for the course. Data collection may involve requesting Institutional Review Board (IRB) approval and that process usually takes at least three weeks.

The *Capstone Handbook* is available on the MCE website (<http://morgridge.du.edu/handbooks-forms/>) and select LIS. Students considering the Capstone option must consult with their academic advisor at least two quarters before the Capstone is taken. LIS 4901 Capstone (3 qtr. hrs.)

## **LIS Courses**

MLIS Required Courses (22 qtr. hrs.)

Students should take their required (core) courses as soon as possible (except for the Culminating Internship or Capstone) because these courses present foundational concepts that are key to success in electives. In

particular, LIS 4000 Foundations of Library, Archival, and Information Sciences and LIS 4015 User and Access Services should be taken in the first quarter of enrollment in the Online MLIS. However, other required/core course may be taken in any order and can be combined with electives.

The RMIS 4900 Educational Research and Measurement (4 credit) class is a required course for the MLIS. It is designed to provide a library context to the methods taught in the class.

#### Electives (36 qtr. hrs.)

The electives provide exposure to content and experiences that will prepare the student for general professional practice libraries and archives.

### **Advising Overview**

The Student Success Advisor, Faculty Advisor, Academic Services Associate, and Program Director work closely together to provide support for student success. There will be some questions that the Student Support Advisor will refer to the Academic Services Associate, Faculty Advisor or Program Director, and vice versa. For most questions, the Student Success Advisor is a good starting point.

### **Faculty Advisor and Academic Advising**

Academic advising is a shared responsibility of the student and the Faculty 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, completing and filing the Coursework Plan, and other program requirements regardless of the student's area of interest. The Faculty Advisor works with the student to complete and approve the Coursework Plan, select the Culminating Internship or Capstone option, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in the development of professional goals. All of the LIS faculty members are available for career guidance; however, only the assigned academic advisor should give the student academic program advice and approvals.

To schedule meetings with your Faculty Advisor, contact them directly. Some faculty use a web-based scheduling tool, others prefer arranging meetings through email. Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with either Dr. Mary Stansbury or Dr. Spencer Acadia if their advisor is not available. The LIS Advising Checklist for Students (below) indicates the necessary advising activities and chronology.

### **LIS Advising Checklist for Online MLIS Students**

Students are responsible for scheduling and attending meetings with their advisor. Failure to meet at scheduled times may result in a delay in graduation. Faculty Advisors are available to meet at any point during a student's program. This list of required advising meetings represents the minimum number of meetings students should have with their Faculty Advisor.

- **During 1<sup>st</sup> Quarter**—*Purpose:* Prepare Coursework Plan; transfer credits (if necessary); general advising. *Preparation:* Before this meeting, students should read the *MLIS Online Program Student Handbook* to become familiar with program and university policies and processes, and should sign and submit the

MLIS@Denver Policies Acknowledgement Form. If a student is planning to request credits be transferred to their MLIS degree, provide to their Faculty Advisor a course description and syllabus for courses to be requested for transfer. Students should also prepare a list of questions to ask their Faculty Advisor.

- **During 4<sup>th</sup> or 5<sup>th</sup> Quarter (24-45 credits completed)** — *Purpose:* Student review; general advising; plan/ideas for Culminating Experience; set dates for completion of the degree. *Preparation:* Students should review their Coursework Plan, University policies related to graduation, and should prepare a list of questions.
- **During 7<sup>th</sup> or 8<sup>th</sup> Quarter (46—50 credits completed)** — *Purpose:* Graduation application; general advising. *Preparation:* Students should review their Coursework Plan.
- **During Last Quarter (51+ credits completed; May coincide with 7<sup>th</sup> or 8<sup>th</sup> Quarter)** — *Purpose:* Final advising meeting before graduation; Culminating Activity completed; general advising. *Preparation:* Students should provide contact information for post-graduation, review plans for job placement, and provide the Faculty Advisor with their thoughts about the program.

## LIBRARY AND INFORMATION SCIENCE COURSES for the ONLINE MLIS

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](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg)

NOTE: The planned roll out of classes presented in this table is subject to change.

Course Number and Title	Credits	Availability
Orientation	0	Available
LIS 4000 Foundations	3	Available
LIS 4001 Immersion Experience (Voluntary)	0	Available
LIS 4010 Organization of Information	3	Available
LIS 4050 Library & Information Technologies	3	Available
LIS 4040 Management of Information Organizations	3	Available
LIS 4320 Outreach	3	Available
LIS 4060 Reference	3	Available
LIS 4015 User and Access Services	3	Available
RMS 4900 Educational Research & Measurement	4	Available
LIS 4070 Cataloging and Classification	3	Available
LIS 4011 Info Access & Retrieval	3	Available
LIS 4321 Collection Management	3	Available
LIS 4520 Youth Materials & Services OR LIS 4330	3	Available
LIS 4330 Information Literacy Instruction OR LIS 4520	3	Available
LIS 4206 Web Content Management	3	Available
LIS 4700 Advocacy and Marketing in LIS	3	Available
LIS 4700 Planning for Evidence Based Practice	3	Available
LIS 4810 Digital Libraries	3	Available
LIS 4700 Privilege & Equity	3	Available
LIS 4610 Career Development	3	Available
LIS 4901 Capstone OR LIS 4910	3	Available
LIS 4910 Culminating Internship OR LIS 4901	3	Available
LIS 4510 Children's Materials and Services	3	Winter 2022
LIS 4520 Young Adult Materials and Services	3	Spring 2022

### Research Methods and Statistics

#### RMS 4900 Education Research & Measurement

This course is intended for Master's students in the Morgridge College of Education (MCE). 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 master's degree and have taken a similar class should discuss options with their advisor.]

## **Coursework Plan**

The Coursework Plan is submitted to the DU Office of Graduate Studies to be able to track a student's progress toward degree completion. Based upon the planned course rollout, the Online MLIS Student Coursework Plan is provided here. A pdf form will be provided on the program website. All students need to meet with their faculty advisor to discuss the Coursework Plan and to submit the document to the ASA before the end of their first quarter.





## 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 MLIS 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** and the student will be placed on academic probation, provided a remediation plan, and are given at least two quarters to improve their grades with the opportunity to get off probation prior to dismissal.

Other grounds for dismissal (in addition to academic standing) include academic misconduct and violating DU's honor code.

## Portfolio Requirements

All students have a Portfolio requirement. Artifacts from each core class and student-selected electives will make up the portfolio as well as other documents and personal statements. The portfolio will be introduced in the LIS 4000 Foundations class. Students should add content throughout their time in the MLIS Program.

The following additional links provide information on the portfolio process:

- **Instructions for Formatting Your Student Portfolio can be found at:** <http://morgridge.du.edu/wp-content/uploads/2015/03/LIS-Portfolio-Instructions.pdf>
- **Portfolio Review Rubric Rating Form can be found at:** <http://morgridge.du.edu/wp-content/uploads/2015/03/LIS-Portfolio-Review-Rating-Form.pdf>

Artifacts to be included are: An introduction to the portfolio, a current resume or curriculum vita, final Coursework Plan, annual self-reviews, culminating activity, product (Culminating Internship Report or Capstone), Culminating self-reflection essay addressing ten outcomes of the LIS program, and artifacts from each core class (LIS 4000, LIS 4010, LIS 4015, LIS 4040, LIS 4050, and RMS 4900).

- **Portfolio Checklist and Artifacts can be found at:** <http://morgridge.du.edu/wp-content/uploads/2015/03/LIS-Portfolio-Checklist-and-Artifacts.pdf>

## ONLINE MLIS STUDENT ANNUAL REVIEW

### Student Review Self-Assessment Essay for Online MLIS Students

The purpose of the Self-Assessment Essay is to give the student an opportunity for self-reflection in areas important to the profession, and for the DU LIS faculty advisor to provide guidance to students who may indicate or need additional support in any of these dispositional areas.

After completing five quarters in the LIS Program, submit your self-assessment essay to your faculty advisor. The DU LIS Program will set the due date.

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 by the due date set by the LIS Program.

- 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 experiences 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.

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 SELF-ASSESSMENT ESSAY**

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.]

## PART III: STUDENT GROUPS, ADJUNCT FACULT, AND ADDITIONAL 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 <http://morgridge.du.edu/programs/library-and-information-science/> for more information.

### LIS Student Groups

- **LISSAA** (Library and Information Science Student and Alumni Association) [lissaa.du@gmail.com](mailto:lissaa.du@gmail.com)
- **ALA** (American Library Association—Student Chapter)
- **ASIS&T** (American Society for Information Science & Technology Student Chapter) [asistdu@gmail.com](mailto:asistdu@gmail.com); <http://asistdu.wordpress.com/>
- **SAA** (Society of American Archivists—Student Chapter)
- **SLA** (Special Library Association—Student Chapter)

### 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. Librarians in the Anderson Academic Commons and staff in the DU Office of Teaching and Learning regularly teach and mentor students and provide opportunities for internships, practicum experiences, and service learning.

### Adjunct Faculty Members

The professionals listed below are those who will or have taught in the last two years. The program hires people not named on this list depending upon the content of the course.

- Kim Dority – Dority and Associates (Consultants)
- Nathalie Farrell, Denver Public Library
- Matthew Maynerik – National Center for Atmospheric Research (NCAR)
- Stephanie McCutcheon – Certified Records Manager
- Sharon Morris – Colorado State Library
- Joanna Nelson Rendon – Pikes Peak Library District
- David Sanger – Denver Public Schools (Retired)
- Jamie Seemiller – Denver Public Libraries
- Stephen Sweeney – St. John Vianne Theological Seminary
- Tara Bannon-Williamson – Denver Public Libraries

## **Affiliate Faculty**

DU Office of Teaching and Learning

- Alex Martinez

University Libraries Faculty (Anderson Academic Commons)

- Christopher Brown
- Kevin Clair
- Kate Crowe
- Erin Elzi
- Carrie Forbes
- Karl Pettitt

## **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 Bolt, Consultant, former Deputy Commissioner for Education and State Librarian of Colorado.
- Robin Filipczak, Denver Public Library, Reference Librarian
- Martin Garnar, University of Colorado – Colorado Springs, Dean, Kraemer Library
- Abby Hoverstock, Denver Public Library, Senior Archivist/Librarian
- Michael Levine-Clark, University of Denver, Library Dean
- Sharon Morris, Colorado State Library, Director of Library Development
- Joanna Rendon, Pikes Peak Library District, Acting Adult Services Librarian
- Lindsay Roberts, University of Colorado – Boulder, Linguistics and Education Librarian
- David Sanger, Library Educator
- Lisa Traditi, Department Head and Assistant Professor, University of Colorado Health Science Library

## **Morgridge College of Education Office Budget and Finance (Financial Aid)**

To receive information about financial assistance and scholarships, students are encouraged to contact the MCE Director of Financial Aid, James Banman, located in room 316 of Katherine A. Ruffatto Hall, 303-871-6291. ([James.Banman@du.edu](mailto:James.Banman@du.edu)).

## **Academic Services**

For questions related to academic requirements the Academic Services Associate (ASA). The ASA can provide essential assistance with 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 Higher Learning Commission North Central Association of Colleges and Schools (HLC-NCA). 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 the profession, as expressed in the American Library Association Code of Ethics. 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)
- ARMA Mile High Denver Chapter (records managers)
- Medical Libraries Association (MLA)
- Society of American Archivists (SAA)
- Society of Competitive Information Professionals (SCIP)
- Special Libraries Association (SLA)
- Society of Rocky Mountain Archivists (SRMA)

### 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](http://www.aallnet.org)
- American Library Association (ALA), [www.ala.org](http://www.ala.org); ALA Divisions, <http://www.ala.org/groups/divs>  
(When you select the above link for Divisions you will have access to the following)
  - American Association of School Librarians (AASL)
  - Association for Library Collections and Technical Services (ALCTS)
  - Association for Library Service to Children (ALSC)
  - Association of College & Research Libraries (ACRL)
  - Association of Specialized & Cooperative Library Agencies (ASCLA)
  - Library & Information Technology Association (LITA)
  - Library Leadership & Management Association (LLAMA)
  - Reference & User Services Assn. (RUSA)
  - United for Libraries (Trustees, Friends, Foundations)
  - Young Adult Library Services Association (YALSA)
- ARMA Mile High Denver Chapter (records managers), <http://www.armadenvver.org>
- Association for Information Science and Technology (ASIS&T), <https://www.asis.org>
- Colorado Association of Law Libraries (CoALL), [www.aallnet.org/chapter/coall](http://www.aallnet.org/chapter/coall)
- Colorado Association of Libraries (CAL), [www.cal-webs.org](http://www.cal-webs.org)

- Colorado Association of School Libraries (CASL), [www.cal-webs.org/?page=CASL](http://www.cal-webs.org/?page=CASL)
- Colorado Council of Medical Librarians (CCML), [www.ccmlnet.org](http://www.ccmlnet.org)
- Mountain Plains Library Association (MPLA) [www.mpla.us](http://www.mpla.us)
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, [www.reforma.org](http://www.reforma.org)
- Rocky Mountain Special Library Association Chapter (RMSLA), <http://rockymountain.sla.org/>
- Society of American Archivists (SAA), [www.archivists.org](http://www.archivists.org)
- Society of Competitive Intelligence Professionals (SCIP), [www.scip.org](http://www.scip.org)
- Special Libraries Association (SLA), [www.sla.org](http://www.sla.org) (See Rocky Mountain Chapter (RMSLA), <http://rockymountain.sla.org/> )

## **Part VI: COMMUNICATION CHANNELS, TECHNOLOGY, TEXTBOOKS**

### **Libschool-I Distributed Email List (EVERY LIS STUDENT MUST SUBCRIBE)**

All accepted and enrolled students in the LIS Program should immediately subscribe to the libschool-I distributed email list, using their preferred email address. You must include your name in order to be subscribed to this list. Libschool-I 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-I> in order to subscribe.

### **Textbooks**

Students are able to go to [www.dubookstore.com](http://www.dubookstore.com) and select their books by course. In each course the students would be able to see the pricing and ISBN of each book, as well as whether it is available new, used, as a rental, or digitally.

### **Resources**

Students are entitled to library services, the registrar and bursar, the Office of Graduate Enrollment, the Morgridge College of Education services, and Health and Counseling. The Ritchie Wellness Center is also available at no additional fee if taking fewer than 8 credits.