Master of Library and Information Science (MLIS)

On-the-Ground Program

Student Handbook

2021 – 2022[1]

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[1]Previous years' handbooks are available on the MCE website. The applicable handbook corresponds to the academic year the student enters the LIS 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 log in to PioneerWeb using your DU ID and password.

Canvas: https://canvas.du.edu/login/ldap

Canvas is a Learning Management System (LMS). Instructors use Canvas in a variety of ways. Syllabus, assignments, discussion boards, and a gradebook are just a few of the items instructors place in course-specific areas. You will login to Canvas using your DU ID and password.

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/ 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 *LIS Student Handbook*. It is the student's responsibility to read and understand University, College, and program policies 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 to 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 (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.

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PART I: OVERVIEW

General Contact Information

Dr. Krystyna Matusiak, Associate Professor and Lead Faculty, Library and Information Science, Krystyna.Matusiak@du.edu; 303-871-6163 Room 248, Ruffatto Hall, University of Denver
For assistance related to LIS curriculum, classes, student concerns, etc.

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

Karen LeVelle, Academic Services Associate, Morgridge College of Education
Karen.LeVelle@du.edu ; 303-871-3791; Room 250D 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

Student's Academic Advisor (assigned upon 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:

Spencer Acadia, MA in Psychology, University of Houston; Master of Library Science (MLS), Texas Woman's University, PhD in Sociology, University of North Texas. Clinical Assistant Professor. Dr. Acadia has ten years of experience working in academic libraries with a focus on knowledge management, research data management, social sciences and humanities scholarship, and information behavior and literacy. He is author and editor of the books "Libraries That Learn: Keys to Managing Organizational Knowledge" (American Library Association, 2019, with Jennifer A. Bartlett) and "Library and Information Studies for Arctic Social Sciences and Humanities" (Routledge, in press, with Marthe Tolnes Fjellestad). In addition, Dr. Acadia has published articles and book chapters with the British Sociological Association, Elsevier, International Federation of Library Associations (IFLA), SAGE, and Taylor & Francis. His ongoing research interests include dysfunction in the library workplace; digital sociology in LIS; and LIS in, for, and about Arctic social sciences and humanities.

Shimelis Assefa, MS, Information Science, Addis Ababa University, Ethiopia; PhD, Information Science, University of North Texas. Associate Professor. 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, MISt and PhD from the Faculty of Information, University of Toronto, Canada. Dr. Dali's 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 as Editor-in-Chief of *The International Journal of Information, Diversity, & Inclusion* 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, MLIS, PhD, University of Wisconsin-Milwaukee. Associate Professor. Dr. Matusiak's areas of research include digital libraries, digitization of cultural heritage materials, visual information, digital curation, and user studies in the digital environment. She is an author of over 30 peer-reviewed articles, book chapters, and conference papers. Her book, *Digital Libraries: Research and Practice,* co-authored with Dr. Iris Xie was published in 2016. Prior to joining the Library and Information Science program, she worked as academic librarian for 12 years in public services and digitization. She has practical experience in digitization, metadata creation, usability testing, and content management systems. She teaches classes in information organization, digital libraries, digitization, and scholarly communication.

Peter Organisciak, MA in Humanities Computing, Library and Information Studies, U. Alberta, PhD in Library and Information Science, U. Illinois. Assistant Professor. 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, data curation, 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, MLS, PhD, Texas Woman's University. Associate Clinical Professor. Dr. Stansbury's areas of teaching and research expertise include information and communications technology access and equity, early childhood librarianship, 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.

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.

The Teacher-Librarian Concentration is accredited by the Colorado Department of Education.

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 interactions between individual characteristics and social factors with information environments. Identify, evaluate, synthesize, and disseminate information for a variety of users and communities. Demonstrate the interaction between information users and information resources and show 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 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/.

The Master of Library and Information Science Degree (MLIS) is made up of 58-quarter hours[2] 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 professional specialization in areas such as: Academic Libraries, Archives and Records Management, Information Technology and Digital Libraries, or Public Libraries. Specializations are not specifically listed on the diploma. The program provides a Course Planning Toolkit with Specialization Guidesheets intended to guide students in developing relevant expertise and skills needed in their selected professional 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 Course Planning Toolkit with 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 Teacher-Librarian Concentration is a prescribed

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[2] The Research Data Management Concentration for the MLIS requires a total of 53 credits. However, this concentration is heavily prescriptive in course selection.

concentration to ensure meeting Colorado Department of Education requirements for teacher-librarians (TL)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 research methods courses to increase their understanding of research in the LIS field.

Culminating Experience Options: Culminating Internship or Capstone:
The 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 the information environments. It is expected that most students in the master's program complete the CI, 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 field mentors, and provide appropriate group exploration of issues related to library professionals. 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. Students may select their own sites, following a consultation with the Internship Coordinator and the student's advisor. 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. LIS 4910 Culminating Internship (3 qtr. hrs.) is the course for all students except those in the Teacher-Librarian Concentration. Teacher-Librarian (TL) students take both LIS 4911 Elementary School Culminating Internship (2 qtr. hrs.) **and** LIS 4912 Secondary School Culminating Internship (2 qtr. hrs.) instead of LIS 4910.

The 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 is likely to involve the collection of data in some form. A student who chooses the Capstone in consultation with the academic advisor may elect to also complete a Culminating Internship. 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 and LIS 4015 should be taken in the first quarter of study. However, other required/core course maybe taken in any order and can be combined with electives. Please refer to the coursework plan in Appendix B for the list of required courses.

Electives (36 qtr. hrs.)
The electives 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 their academic advisor, students will be able to choose electives that best meet their professional goals.

Selecting a course from the online MLIS@Denver program
The LIS program offers Masters-level classes through two programs: the on-campus onsite program and MLIS@Denver "always online" program. The students enrolled in the onsite program can take up to six courses from the online MLIS@Denver program and likewise, online students can take up to six courses from the onsite program. Enrollment in the online classes requires a separate registration. If you are interested in taking an online class from the MLIS@Denver program, please check with your advisor and contact Dana Wright, Academic Services Associate, dana.wright@du.edu

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 with the exclusion of University College. There is no limit to the number of credit hours taken in other MCE programs; outside of MCE there is a 8 credit limit. Students must secure faculty advisor approval for any electives outside of the LIS program. 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: Art History, Anthropology, Higher Education; Curriculum and Instruction; Research Methods and Statistics; Museum Studies; Social Work, and the DU Publishing Institute.

Teacher-Librarian (T-L) Concentration
The DU Teacher-Librarian Program is approved by the Colorado Department of Education (CDE). This concentration prepares students to work with children and young adults in K-12 school libraries. Colorado endorsement as a Teacher-Librarian requires applicants to have a valid teaching credential and classroom teaching experience. Recommendation for the added endorsement as a Teacher 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. Mary Stansbury is the primary contact for this concentration. Please see Appendix C for a Teacher-Librarian coursework plan.

Research Data Management (RDM) Concentration

The MLIS concentration in Research Data Management (RDM) responds to the emerging need for well-trained information professionals to support the research data lifecycle in the areas of scholarly communication, open access, copyright advice, and research data management, providing coursework in information science and research methods and statistics. It prepares information professionals to manage research data at academic libraries, research service centers, research centers, government agencies, and non-profit organizations. Dr. Peter Organisciak is the primary contact for this concentration. Please see Appendix D for the RDM coursework plan.

Research Data Management (RDM) Certificate

Students in the Library Information Science Certificate Program will receive a Certificate in Research Data Management. This certificate prepares you to support the research data lifecycle in the areas of scholarly communication, open access, copyright advice, and research data management, through coursework in information science and research methods and statistics. Learn to manage research data at academic libraries, research service centers, scientific and research organizations, government agencies, and non-profit organizations in this comprehensive 28 credit program. *NOTE: All 28 credits earned with the Certificate can be used towards the MLIS degree.* There is an emerging need for well-trained information professionals in the management, preservation, and sharing of data generated in different stages of the research process.

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, completing and filing the Coursework Plan, and other program requirements regardless of the student's area of interest. The academic 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 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 Program Head (Mary Stansbury) 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

Student Expectations and Preparation

Students are responsible for scheduling and attending meetings with their advisor. Failure to meet at scheduled times may result in a delay in graduation. For every advising meeting, (after the first one) students should bring a copy of the Coursework Plan and an informal transcript. The faculty advisor may ask the student to make an appointment if concerns about academic progress arise.

- **1ˢᵗ Quarter**—*Purpose:* Prepare Coursework Plan; transfer credits (if necessary); general advising. *Preparation:* Transcript and course description for courses to be transferred to LIS program.
  - _____ (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 bring 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 (Culminating Internship or Capstone); Graduation application; general advising. *Preparation:* Students bring 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; clear incompletes (if necessary); Culminating Activity completed; general advising. *Preparation:* Students bring a copy of the Coursework Plan and an informal transcript; forms for Application for Graduation, & Culminating Activity 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 complete any necessary paperwork.

Student_____ Advisor _____

Grade Requirements
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. A grade of B- or better is required by the LIS program in each course. Note that, as per DU policy, your overall grade point average needs to be no less than a 3.0. Students with grade point average below 3.0 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 are expected to complete Portfolio as a graduation requirement. Selected artifacts from the core and elective classes will make up the portfolio as well as current resume and other documents. Students should start working on their portfolio during the first year and complete during the final quarter. The guidelines for creating and formatting portfolios are available in the LIS Portfolio Instructions document [add a link when the document is ready].

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 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
- **ALA (**American Library Association—Student Chapter)
- Accessibility Advocacy Group
- **ASIS&T** (Association for Information Science & Technology Student Chapter**)** asistdu@gmail.com; http://asistdu.wordpress.com/
- Readers for Change Special Interest Group (SIG)
- **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 while providing 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.

- Aaron Davies – City of Englewood
- Bridget Kiely - Arapahoe Libraries
- Stephanie McCutcheon – Certified Records Manager
- Joanna Lamb – Certified Records Manager
- Cory Lampert – University of Nevada Libraries
- David Sanger – Denver Public Schools (Retired)
- Tara Bannon-Williamson – Denver Public Library

Affiliate Faculty
DU Office of Teaching and Learning
- Alex Martinez

University Libraries Faculty (Anderson Academic Commons)
- Christopher Brown
- 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 Student Financial Services Advisor, Kirsten DeSart, located in room 112 of Katherine A. Ruffatto Hall, 303-871-2588. (MCE.finaid@du.edu).

Academic Services
For questions related to academic requirements, contact Karen LeVelle, Academic Services Associate (ASA), Karen.LeVelle@du.edu or 303-871-3791. Karen 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 your Academic Advisor should be the primary resource for decisions related to course choices.

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 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)
- Association for Information Science & Technology (ASIS&T)
- ARMA Mile High Denver Chapter (records managers)
- Medical Libraries Association (MLA)
- Society of American Archivists (SAA)
- Strategic and Competitive Intelligence Professionals (SCIP) (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
- American Library Association (ALA), 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), https://armadenver.org/
- Association for Information Science and Technology (ASIS&T), https://www.asis.org
- Colorado Association of Law Libraries (CoALL), http://www.coallnet.org/
- Colorado Association of Libraries (CAL), www.cal-webs.org

- Colorado Association of School Libraries (CASL), https://cal-webs.org/Colorado_Association_of_School_Libraries
- Colorado Council of Medical Librarians (CCML), www.ccmlnet.org
- Mountain Plains Library Association (MPLA www.mpla.us
- 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
- Strategic and Competitive Intelligence Professionals (SCIP) (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 (EVERY LIS STUDENT MUST SUBCRIBE)
All accepted and enrolled students in the LIS Program will be enrolled as a subscriber to the *libschool-l* distributed email list, by the LIS ASA. The student's DU email address will be used for the subscription to libschool-l. The *Libschool-l* is used to deliver official LIS Program notices, job and internship opportunities, and discussion of matters among students and faculty.

Laptops
We strongly recommend that LIS students invest in a 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 offering in the onsite program. The course rotation which is subject to change. Every year the program also offers a selection of special topics courses that are indicated by LIS 4700 number. Students should check with their advisor for updates and course recommendations.

Course Title	Frequency of Offering	Quarter Offered
* LIS 4000 Foundations of Library, Archival, and Information Sciences (3 credits)	Every year	Fall
LIS 4005 Privilege & Equity	Every other year	Fall
* LIS 4010 Organization of Information (3 credits)	Every Year	Winter, Spring
LIS 4011 Information Access & Retrieval (3 credits)	Every other year	Fall
* LIS 4015 User and Access Services (3 credits)	Every year	Fall
* LIS 4040 Management of Information Organizations (3 credits) Prerequisite: LIS 4000 or Instructor approval	Every Year	Winter, Spring
* LIS 4050 Library and Information Technologies (3 credits)	Every Year	Fall, Spring
LIS 4060 Reference (3 credits) Prerequisite: LIS 4000	Every year	Fall
LIS 4070 Cataloging & Classification (3 credits) Prerequisite: LIS 4010	Every year	Fall
LIS 4135 Scholarly Communication (3 credits)	Every year	Fall
LIS 4206 Web Content Management (3 credits)	Every year	Winter
LIS 4208 Usability (3 credits)	Every other year	Winter
LIS 4209 Information Architecture (3 credits)	Every other year	Fall

*Required –Core Classes

LIS 4210 Data Visualization (3 credits)	Every year	Winter
LIS 4220 Data Curation (3 credits)	Every year	Winter
LIS 4230 Database Management Systems (3 credits)	Every year	Winter
LIS 4235 Scripting for Large Databases (4 credits)	Every year	Winter
LIS 4320 Outreach (3 credits)	Every year	Spring
LIS 4321 Collection Management (3 credits)	Every year	Fall
LIS 4330 Library Instruction (3 credits)	Every other year	Winter
LIS 4350 Adult Materials & Services (3 credits)	Every year	Spring
LIS 4370 Database searching (2 credits)	Every other year	Spring
LIS 4404 Metadata Architectures (3 credits) Prerequisite: LIS 4010	Every year	Spring
LIS 4510 Children's Materials & Services (3 credits)	Every year	Fall
LIS 4520 Young Adult Materials & Services (3 credits)	Every year	Winter
LIS 4535 School Libraries (2 credits)	Every other year	Winter or Spring
LIS 4700 Special Topics in Library & Information Science (1-5 credits-variable)	Generally 1 or 2 per quarter	Fall, Winter, Spring, and Summer
LIS 4701 Reference Topics: Topics (1 credit each)	Every year	TBD
LIS 4702 Type of Library: Academic, Public and Special (rotates) (2 credits each)	Every other year	TBD
LIS 4800 Introduction to Archives & Records Management; (3 credits) Prerequisite: LIS 4000 and LIS 4010; or Instructor approval	Every year	Winter
LIS 4805 Records Management (3 credits)	Every year	Winter
LIS 4806 Advanced Archives (3 credits)	Every other year	Spring
LIS 4810 Digital Libraries (3 credits)	Every year	Fall
LIS 4820 Digitization (3 credits)	Every year	Winter or Spring
LIS 4850 Digital Preservation (3 credits)	Every other year	Spring

LIS 4901 Capstone Course; (3 credits) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*	Offered as needed	Fall, Winter, Spring
LIS 4902 Internship (1-4 credits variable) *Maximum of 4 credits*	Offered every year	Fall, Winter, Spring, Summer
LIS 4910 Culminating Internship (3 credits) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses*	Offered every year	Winter, Spring, Summer
LIS 4911 Elementary School Culminating Internship (2 credits) *Prerequisite: Students must have completed most of the required coursework for the degree before enrolling in the CI*	Every year	Winter, Spring
LIS 4912 Secondary School Culminating Internship (2 credits) *Prerequisite: Students must have completed most of the required coursework for the degree before enrolling in the CI*	Every year	Winter, Spring
LIS 4920 Service Learning in Library & Information Science (1-4 credits) *LIS students are limited to a total of ten quarter hours of combined LIS 4991 Independent Study and LIS 4920 Service Learning. A minimum of 75 hours of service is required for three credits.*	Every quarter with instructor permission	
LIS 4991 Independent Study (1-10 credits) *LIS students are limited to a total of ten quarter hours of combined LIS 4991 Independent Study and LIS 4920 Service Learning*	Every quarter with instructor permission	
LIS 4992 Directed Study (1-10 credits)	Variable	

Other Morgridge College of Education Course Offerings

*All courses outside the LIS program, other than the RMS 4900 course, must be approved by the student's advisor. All courses must be at the graduate level (4000 or above). University College (UCOL) classes are not accepted without **prior** approval from their advisor and the Associate Dean. The following course prefixes are UCOL classes: COMM, EPM, GOS, GS, HC, HRA, ICT.*

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 master's degree and who have taken a similar class should discuss options with their advisor.] **Every year: fall, winter, spring, and summer.**

Other University of Denver Course Offerings

Students can select other graduate level courses offered at the University of Denver. Examples of programs include Anthropology, Art History, Computer Science, Museum Studies, or Social Work.

Various classes are available on a space-available basis. The selection of courses outside the LIS program must be approved by the student's advisor. A student can take up to 8 credits outside the LIS and MCE programs.

ENGL 4851 Publishing Institute

The Publishing Institute is offered every summer, generally mid-July to early August. It is four weeks of intensive study seven days per week, all day, and most evenings. 6 qtr. hrs. (du.edu/publishinginstitute)

Admission requires a separate application due in March; early admission is possible. The DU Publishing Institute is one of only a handful of programs in the United States. Enrollment is limited to 95 students.

APPENDIX B
Library and Information Science Program
Coursework Plan (Handbook year 2021-2022)

Student _____ **ID#** _____

Student Email _____ **Student Advisor** _____

Anticipated Graduation Date:_____ (Quarter and Year) _____

LIS CORE and REQUIRED COURSES—22 quarter hours	Credit Hours	Quarter to Enroll	Quarter Enrolled
LIS 4000 Foundations of Library, Archival, & Info Sciences	3		
LIS 4010 Organization of Information	3		
LIS 4015 User and Access Services	3		
LIS 4040 Management in Information Organizations	3		
LIS 4050 Library & Information Technologies	3		
RMS 4900 Education Research and Measurement	4		
LIS 4910 Culminating Internship --OR-- LIS 4901 Capstone	3		
TOTAL	**22**		
ELECTIVES—36 quarter hours			
	36		
TOTAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	**58**		
Additional Degree Requirements:			**Date Passed**
Portfolio			

_____ _____   _____ _____
Student   Date   Advisor   Date

Library and Information Science Program Coursework Plan (2021-2022)
Teacher-Librarian Concentration

Student _____ ID# _____ Advisor _____

Student Email _____ Anticipated Graduation Date: _____

LIS CORE – 23 credits	Credit Hours	Quarter to Enroll	Quarter Enrolled
LIS 4000 Foundations of Library, Archival & Info Science	3		
LIS 4010 Organization of Information	3		
LIS 4015 User & Access Services	3		
LIS 4040 Management of Information Organizations	3		
LIS 4050 Library & Information Technologies	3		
RMS 4900 Educational Research & Measurement	4		
LIS 4911 Elementary School CI	2		
LIS 4912 Secondary School CI	2		
TOTAL CORE	**23**		
REQUIRED FOR SCHOOL LIBRARIES – 14 credits			
LIS 4321 Collection Management	3		
LIS 4510 Children's Materials & Services	3		
LIS 4520 Young Adult Materials & Services	3		
LIS 4702 Type of Libraries	2		
LIS 4350 Adult Materials & Services	3		
TOTAL REQUIRED ELECTIVES	**14**		
ELECTIVES – 21 credits			
TOTAL ELECTIVES	**21**		
TOTAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	**58**		
NON-ACADEMIC REQUIREMENTS:			
Portfolio			

_____ _____ _____ _____
Student   Date   Advisor   Date

APPENDIX D
Library and Information Science Program
Coursework Plan (Handbook Year 2021-2022)
Research Data Management Concentration

Student _____   **ID#** _____

Student Email _____   **Student Advisor** _____

Anticipated Graduation Date: Quarter and Year _____

LIS CORE and REQUIRED COURSES—48 quarter hours	Credit Hours	Quarter to Enroll	Quarter Enrolled
LIS 4000 Foundations of Library, Archival, & Info Sciences	3		
LIS 4010 Organization of Information	3		
LIS 4015 User and Access Services	3		
LIS 4040 Management in Information Organizations *(Prerequisite: LIS 40000 or Instructor Approval)*	3		
LIS 4050 Library & Information Technologies	3		
LIS 4910 Culminating Internship –OR– LIS 4901 Capstone	3		
LIS 4135 Scholarly Communication	3		
LIS 4210 Data Visualization	3		
LIS 4220 Data Curation	3		
LIS 4230 Database Management Systems	3		
LIS 4235 Scripting for Large Databases	4		
RMS 4910 Introductory Statistics	4		
RMS 4930 Quantitative Research Design	3		
RMS 4931 Survey Design and Analysis *(Prerequisite: RMS 4910 or Instructor Approval)*	3		
RMS 4941 Introduction to Qualitative Research	4		
TOTAL CORE AND REQUIRED COURSES	48		
Elective(s) 5 qtr. hrs. required			
TOTAL HOURS (MINIMUM 53 REQUIRED FOR MLIS RDM Concentration)	**53**		
Additional Degree Requirements:			**Date Passed**
Portfolio			

_____ _____ _____ _____
Student   Date   Advisor   Date

Library and Information Science Program
Research Data Management Post-Master's Certificate
Coursework Plan 2021-2022

Student _____   **ID#** _____

Student Email _____   **Faculty Advisor** _____

Anticipated Completion: Quarter _____   **Year** _____

	Credit Hours	Quarter to Enroll	Quarter Enrolled
LIS 4135 Scholarly Communication	3	Fall or Winter	
LIS 4210 Data Visualization	3	Winter	
LIS 4220 Data Curation	3	Winter	
LIS 4230 Database Management Systems	3	Winter	
LIS 4235 Scripting for Large Databases	4	Spring	
RMS 4910 Introductory Statistics	4	Fall[†], Summer	
RMS 4930 Quantitative Research Design	3	Spring[†], Fall	
RMS 4941 Intro to Qualitative Research	4	Fall, Winter, Spring[†]	
Elective	1		
TOTAL HOURS	**28**		

[†] Recommended quarter to enroll

Signatures:

_____ _____ _____ _____
Student   Date   Advisor   Date

Notes:

APPENDIX F
MLIS STUDENT ANNUAL REVIEW and GRADUATING STUDENT ESSAY
2021-2022

Background and Process

The MLIS Annual Student Review Process takes place every spring. In addition to evaluating students' academic progress, primarily through the GPA, the LIS program faculty believe that qualities such as dependability and time management are essential for success as a LIS professional. These professional qualities of each student will be evaluated for Year One students.

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.

Instructions for Year One Students

Year One 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 2022 the due date is March 28] 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 for Year One Students follows these guidelines.

Annual Student Review Self-assessment for Year 1 Students

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 or upload to the Canvas Library and Information Science program site no later than the **first day of Spring Quarter (Monday, March 28, 2022).**

Year 1 Students

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.

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.]

Appendix G

Library and Information Science

Course Planning Toolkit

2021 – 2022

Course Planning Toolkit

This document provides resources for helping you decide on courses to take and a professional specialization to pursue in Library and Information Science.

Courses by LIS SPECIALIZATION

Library and Information Science has a wide range of possible career directions and professional specialties. The following set of guidesheets serve to outline a selection of those specializations and recommend relevant course in that path. Included are guidesheets for:

- Academic Libraries
- Archives and Records Management
- Information Technology and Digital Libraries
- Public Libraries
- Research Data Management (Concentration)
- Teacher-Librarian (Concentration)

These guidesheets are intended to assist students in course selection and are to be used in conjunction with a faculty advisor's consultation. Other than the Research Data Management and Teacher-Librarian concentrations, these are not formal specializations that show up on your degree and transcript. Rather, they are tracks of interest that many students pursue in developing a coherent and relevant expertise for their intended career in librarianship.

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 Specialization Guidesheet

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 (3 qtr. hrs.)	
LIS 4010	Organization of Information (3 qtr. hrs.)	
LIS 4015	User and Access Services (3 qtr. hrs.)	
LIS 4040	Management of Information Organizations (4 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*	
LIS 4050	Library and Information Technologies (3 qtr. hrs.)	
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)	

Culminating Experience (choose one course)

LIS 4901　　Capstone (3 qtr. hrs.) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*

LIS 4910　　Culminating Internship (3 qtr. hrs.) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*

Recommended Courses (Prerequisites may apply.)

LIS 4060　⊶　Reference (3 qtr. hrs.)
LIS 4070　　 Cataloging and Classification (3 qtr. hrs.) *Prerequisite: LIS 4010 or Instructor Approval*
LIS 4135　⊶　Scholarly communication
LIS 4220　　 Data Curation
LIS 4321　　 Collection Management (3 qtr. hrs.)
LIS 4330　　 Library Instruction (3 qtr. hrs.)
LIS 4370　　 Database Searching (2 qtr. hrs.)
LIS 4005　　 Privilege and Equity (3 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.)

⊶ Key electives

Archives and Records Management
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.

Records Management is the professional practice or discipline of controlling and governing what are considered to be the most important *records* of an organization throughout athe record's life-cycle, which begins atincludes 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 Sciences (3 qtr. hrs.)
LIS 4010	Organization of Information (3 qtr. hrs.)
LIS 4015	User and Access Services (3 qtr. hrs.)
LIS 4040	Management of Information Organizations (3 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*
LIS 4050	Library and Information Technologies (3 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)
LIS 4901   Capstone (3 qtr. hrs.) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*
LIS 4910   Culminating Internship (3 qtr. hrs.) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*

Suggested Electives (Prerequisites may apply.)
LIS 4800 ☜   Introduction to Archives & Records Management (3 qtr. hrs.) *Prerequisite: LIS 4000 and LIS 4010 or Instructor Approval.*
LIS 4806 ☜   Advanced Archives (3 qtr. hrs.)
LIS 4404   Metadata Architectures (3 qtr. hrs.) *Prerequisite: LIS 4010 or Instructor Approval.*
LIS 4850   Digital Preservation (3 qtr. hrs.)
LIS 4805   Records Management (3 qtr. hrs.)
LIS 4220   Data Curation (3 qtr. hrs.)
LIS 4005   Privilege and Equity (3 qtr. hrs.)
LIS 4810   Digital Libraries (3 qtr. hrs.)
LIS 4820 ☜   Digitization (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 courses of interest.

☜ Key electives

Information Technology and Digital Libraries

A digital librarian has a full grasp of the theoretical, socio-technical, and methodological principles of digital information management, while information technology or systems librarians are responsible for the management and operations of a library's technology infrastructure. 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 (3 qtr. hrs.)
LIS 4010	Organization of Information (3 qtr. hrs.)
LIS 4015	User and Access Services (3 qtr. hrs.)
LIS 4040	Management of Information Organizations (3 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*
LIS 4050	Library and Information Technologies (3 qtr. hrs.)
RMS 4900	Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)

LIS 4901 Capstone (4 qtr. hrs.) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*

LIS 4910 Culminating Internship (3 qtr. hrs.) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*

Recommended Courses (Prerequisites may apply.)

LIS 4011		Information Access & Retrieval (3 qtr. hrs.)
LIS 4070		Cataloging & Classification (3 qtr. hrs.) *Prerequisite: LIS 4010 or Instructor Approval*
LIS 4206	☞	Web Content Management (3 qtr. hrs.)
LIS 4208		Usability (3 qtr. hrs.)
LIS 4209		Information Architecture (3 qtr. hrs.)
LIS 4210		Data Visualization (3 qtr. hrs.)
LIS 4220		Data curation
LIS 4230		Database Management Systems (3 qtr. hrs.)
LIS 4235		Scripting for Large Databases (4 qtr. hrs.)
LIS 4404	☞	Metadata Architectures (3 qtr. hrs.) *Prerequisite; LIS 4010*
LIS 4810	☞	Digital Libraries (3 qtr. hrs.)
LIS 4820	☞	Digitization (3 qtr. hrs.)
LIS 4850	☞	Digital Preservation (3 qtr. hrs.)
LIS 4005		Privilege and Equity (3 qtr. hrs.)

☞ Key electives

Library and Information Science Specialization Guidesheet

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, public librarians help people find information and use it effectively. They must have knowledge of a wide variety of public and scholarly information sources. Reference librarians at public libraries 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, finding innovative ways to engage community members in lifelong learning and information resources. Other roles include youth services librarians, who typically work with children and teens in public libraries, developing programming that promotes lifelong learning and a love of reading.

Core Requirements
LIS 4000   Foundations of Library, Archival, and Information Science (3 qtr. hrs.)
LIS 4010   Organization of Information (3 qtr. hrs.)
LIS 4015   User and Access Services (3 qtr. hrs.)
LIS 4040   Management of Information Organizations (3 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*
LIS 4050   Library and Information Technologies (3 qtr. hrs.)
RMS 4900   Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (choose one course)
LIS 4901   Capstone (3 qtr. hrs.) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*
LIS 4910   Culminating Internship (3 qtr. hrs.) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*

Recommended Courses (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 4370   ⊶   Database Searching (2 qtr. hrs.)
LIS 4510   Children's Materials & Services (3 qtr. hrs.)
LIS 4520   Young Adult Materials & Services (3 qtr. hrs.)
LIS 4005   Privilege and Equity (3 qtr. hrs.)
LIS 4701   Reference Topics: Genealogy (1 qtr. hr. each)
LIS 4702   ⊶   Type of Library: Public Libraries (2 qtr. hrs.)
CFSP 4308   Early Academic Competencies (3 qtr. hrs.)
CFSP 4310   Infant Development (3 qtr. Hrs.)
LIS 4206   Web Content Management (3 qtr. hrs.)

⊶ Key electives

Research Data Management Concentration
Research Data Management responds to the emerging need for well-trained information professionals in the digital environment. It prepares professionals to support the research data lifecycle in the areas of scholarly communication, open access, copyright advice, and research data management, providing bridging coursework in information science and research methods and statistics. It prepares information professionals to manage research data at academic libraries, research service centers, research centers, government agencies, and non-profit organizations.

Research Data Management is a LIS concentration that is listed on the official University of Denver transcript. If you would like to apply for the Research Data Management Concentration, contact your advisor for information. Students with an interest in RDM who are not looking to pursue the concentration are still welcome to register in the courses below as part of their MLIS electives.

Core Requirements (48 qtr. hrs.)
LIS 4000   Foundations of Library, Archival, and Information Science (3 qtr. hrs.)
LIS 4010   Organization of Information (3 qtr. hrs.)
LIS 4015   User and Access Services (3 qtr. hrs.)
LIS 4040   Management of Information Organizations (3 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*
LIS 4050   Library and Information Technologies (3 qtr. hrs.)
LIS 4210   Data Visualization (3 qtr. hrs.)
LIS 4220   Data Curation (3 qtr. hrs.)
LIS 4135   Scholarly Communication (3 qtr. hrs.)
LIS 4230   Database Management Systems (3 qtr. hrs.)
LIS 4235   Scripting for Large Databases (4 qtr. hrs.)
RMS 4910   Introductory Statistics (4 qtr. hrs.)
RMS 4930   Empirical Research (3 qtr. Hrs.)
RMS 4931   Survey Design and Analysis (3 qtr. hrs.) *Prerequisite: RMS 4910 or Instructor Approval*
RMS 4941   Introduction to Qualitative Research (4 qtr. hrs.)

Culminating Experience (choose one course)
LIS 4901   Capstone (3 qtr. hrs.) *Prerequisite: Minimum of 45 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission*
LIS 4910   Culminating Internship (3 qtr. hrs.) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*

Elective(s) – (5 qtr. Hrs.)
LIS or RMS electives chosen in consultation with academic advisor.

Teacher-Librarian Concentration

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. Teacher-librarians teach information literacy skills and guide students through the vast array of resources that support the school curriculum. Teacher-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. Dedicated to serving as campus leaders, teacher-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.

The Teacher-Librarian concentration is listed on the official University of Denver transcript and carries the institutional recommendation to the Colorado Department of Education for the "added" Teacher-Librarian endorsement. This endorsement is based on the candidate holding a valid teaching credential. See the CDE website for further information (http://www.cde.state.co.us/index_license.htm). If you would like to apply for the Teacher-Librarian Concentration, contact your advisor for information.

Core Requirements (23 qtr. hrs.)
LIS 4000   Foundations of Library, Archival, and Information Science (3 qtr. hrs.)
LIS 4010   Organization of Information (3 qtr. hrs.)
LIS 4015   User and Access Services (3 qtr. hrs.)
LIS 4040   Management of Information Organizations (3 qtr. hrs.) *Prerequisite: LIS 4000 or Instructor Approval*
LIS 4050   Library and Information Technologies (3 qtr. hrs.)
RMS 4900   Educational Research and Measurement (4 qtr. hrs.)

Culminating Experience (4 qtr. hrs.)
LIS 4911   Elementary School Culminating Internship (2 qtr. hrs.) *and*
LIS 4912   Secondary School Culminating Internship (2 qtr. hrs.) *Prerequisite: Students must have completed most of the required coursework for the degree before enrolling in the CI.*

Additional Requirements (14 qtr. hrs.)
LIS 4321   Collection Management (3 qtr. hrs.)
LIS 4510   Children's Materials & Services (3 qtr. hrs.)
LIS 4520   Young Adult Materials and Serviced (3 qtr. hrs.)
LIS 4535   School Libraries (2 qtr. hrs.)
LIS 4350   Adult Materials & Services. (3 qtr. hrs.)

Recommended Electives (21 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)
LIS 4700   Assessment (3 qtr. hrs.)

NOTES: