Master of Library and Information Science (MLIS)

On-the-Ground Program

Student Handbook

2022 – 2023[1]

Key Information and Resources

Organizational Structure

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

Katherine Ruffatto Hall (KRH)

The LIS faculty offices are on the second floor of the KRH building 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/academic-programs/library-information-science/handbooks-forms

Program specific information.

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 (DU) *Library and Information Science (LIS) Student Handbook* (henceforth, *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: https://morgridge.du.edu/content/mce-policies-procedures.

In some cases, College and University policies take precedence over the regulations of the *Handbook*. **It is the student's responsibility to read and understand University, College, and program policies related to the degree programs, and to complete LIS program requirements in a timely fashion.**

The DU reserves the right to make changes to the regulations, courses, rules, fees, or other changes in this *Handbook* without advance notice.

Inquiries concerning the LIS Program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and email: edinfo@du.edu. Current students should refer to the faculty/staff contacts listed in this *Handbook*.

The DU (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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General Contact Information

Dr. Krystyna Matusiak, Associate Professor, Interim RMIS Department Chair, 303.871.6163 | krystyna.matusiak@du.edu

Karen LeVelle, Academic Services Associate (ASA), RMIS. 303-871-3791 | Karen.LeVelle@du.edu
For assistance related to academic records, graduation application process, and general college support. Karen can provide essential assistance with submitting forms related to coursework and 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.

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

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).

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 of Science (MLS), Texas Woman's University; PhD in Sociology, University of North Texas. Clinical Assistant Professor. Dr. Acadia previously worked as an academic librarian for 10 years and now teaches research methods online along with other online courses including but not limited to academic libraries and global LIS research and practice. Professionally, Dr. Acadia remains active and holds leadership positions in the International Federation of Library Associations (IFLA), the leading global professional organization for LIS. Dr. Acadia's scholarship is focused on two primary areas: 1) LIS in, for, and about Arctic and Northern contexts, and 2) libraries as dysfunctional organizations and workplaces. More information about Dr. Acadia, including publications, conference activity, and more, is available at spenceracadia.com. 303-871-2838. spencer.acadia@du.edu

Shimelis Assefa, MSc, Information Science, Addis Ababa University, Ethiopia; PhD, Information Science, University of North Texas. Associate Professor. Dr. Assefa brings diverse international background in the field of library and information science combining teaching, research, and practice in a university and international organization settings. He currently teaches courses in the information science and technology area, including relational database management, data visualization, library and information technologies, web content management, and information access and retrieval. His current research focuses on diffusion of scientific knowledge and knowledge production, innovation systems, digital transformation, reproducibility research, and data for development. His research appeared in the Journal of the Association for Information Science and

Technology, Annual Review of Cultural Heritage Informatics, Global Knowledge, Memory and Communication, Proceedings of the Association for Information Science and Technology, and others. 303-871-6072. shimelis.assefa@du.edu

Keren Dali, BASW, MISt (Information Studies), Ph.D. Certificates in Diversity & Inclusion and Project Management. Assistant Professor. Dr. Dali's research interests are community engagement; disability and workplace equity; reading practices of adults; and relationships between LIS and Social Work. She is a recipient of several research, teaching, and service awards, including the Outstanding Instructor Award from the U of Toronto iSchool; the inaugural Connie Van Fleet Award for Research Excellence and Norman Horrocks Leadership Award from ALISE; Outstanding Paper and Reviewer Awards from Emerald publisher; and the David Cohen/ EMIERT Multicultural Award from the American Library Association. Her work has been funded by the Social Sciences & Humanities Research Council of Canada; American Library Association; U of Denver; and MCE. She is active in LIS scholarly and professional associations, including ALISE and ASIS&T. In 2017-2019, she served as the first Editor-in-Chief of *The International Journal of Information, Diversity, & Inclusion* and has been serving for years as editorial board member of *The Library Quarterly, Journal of Education for Library & Information Science*, and *Journal of Librarianship & Information Science*. 303-871-7923. keren.dali@du.edu

Krystyna Matusiak, MLIS, Ph.D., 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. 303-871-6163. krystyna.matusiak@du.edu

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.* 303-871-3587. peter.organisciak@du.edu

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.

303-871-3217. mary.stansbury@du.edu

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 researchers and reflective practitioners. They will participate in scholarly and community-based research, build professional networks, and model professional practices to effectively provide services to diverse communities 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-Level Student Learning Outcomes (P-SLOs)
P-SLOs are measured by student papers and projects assigned throughout their course of study, as well as by student interactions with faculty and colleagues, professional performance in the Culminating Experience, the Portfolio, the exit essay. Upon completing the program, 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.
7. Identify, evaluate, synthesize, and disseminate information for a variety of users and communities.
8. Demonstrate the interaction between information users and information resources and show how to improve that interaction.
9. Apply current management and leadership theories and practices in the creation, administration, and assessment of services.
10. Demonstrate competency with current information technologies.
11. Demonstrate professional communication skills, work behaviors, and respect for diversity.
12. Critique and construct library, archive, and information science research.

Part II: LIS PROGRAM REQUIREMENTS

Master of Library and Information Science Degree (MLIS)
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. Following is an overview of the degree components. Degree requirements can also be found in the Graduate Bulletin: http://bulletin.du.edu/graduate/.

The Master of Library and Information Science Degree (MLIS) consists of 58 credits of classes and field-based coursework. In addition to taking the LIS core courses, MLIS students may focus their studies by selecting elective courses that support a professional specialization in such areas as: Academic Libraries, Public Libraries, Archives and Records Management, Information Technology & Digital Libraries, or Community Engagement. Specializations with suggested corresponding courses are informal tracks that can guide students in developing coherent relevant expertise in LIS; specializations do not appear on students' transcripts or diplomas. While students may choose to follow the above specializations, they do not have to do so and can pick and choose courses to create their own customized timetable. Specializations are different from the formal Concentrations. There are only two formal concentrations in the program: Research Data Management and Teacher-Librarian Concentrations. The Research Data Management concentration requires a total of only 53 credits. This concentration has a predetermined set of courses and fewer electives. The Teacher-Librarian Concentration also has a predetermined sequence of courses to ensure meeting Colorado Department of Education requirements for teacher-librarians.

The program provides a Course Planning Toolkit with Specialization Guidesheets intended to help students with selecting courses that suit their career goals and interests. The course selection can be done in collaboration with the academic advisor. A list of LIS courses, a link to course descriptions, Coursework Plan forms, and the Course Planning Toolkit with Specialization Guidesheets are found in the Appendices to this *Handbook*.

MLIS core and specialization electives comprise a major segment of the degree program. Students will learn about the LIS profession and its many aspects: administration, reference and user services, information technology, archival and special collections, community engagement, information management, digitization, and other areas. They will learn about academic, public, and special libraries, archives, and other information organizations. Core courses address the foundations of the profession, while elective courses build upon the fundamental concepts introduced in core courses and bring specialized content. Both core and elective courses are designed to provide theoretical and conceptual knowledge in combination with practical skills.

The MCE Research Requirement (RMS 4900 Education Research & Measurement) facilitates the student's skill in developing educational and library research projects. Quantitative and qualitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined. Required for all MCE Master-level students. Students with another Master's degree who have taken a similar class should discuss their options with their academic advisor. 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. RMS 4900 is one of the core courses in the MLIS and is worth 4 credits.

Culminating Experience Options: The Culminating Internship or Capstone:
The Culminating Internship (CI) - LIS 4910 Culminating Internship (3 credits) is a supervised opportunity that provides academic credit and field experience. Students will be working with an internship coordinator (faculty) and a field mentor. This applied experience prepares students for entry- and mid-level positions in information environments. It is expected that most students in the MLIS program will complete the CI, even those with previous or current library or archives experience. Internship coordinators provide regular individual feedback on the student's practical experience in the work setting, discuss the student's progress with field mentors, and provide an appropriate group exploration of issues related to library professionals. Students become eligible for the CI after they have completed all core courses and accumulated a total of 38 credits. Most students do the CI during the last two quarters before graduation. Students may select their own sites, following a consultation with their internship coordinator and academic 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/). LIS 4910 - CI is a core course for all students except those in the Teacher-Librarian Concentration. Teacher-Librarian students take both LIS 4911 Elementary School Culminating Internship (2 credits) and LIS 4912 Secondary School Culminating Internship (2 credits) instead of LIS 4910.

The Capstone - LIS 4901 Capstone (3 credits) - an option for those students who have substantial library or archives experience and who expect to continue their professional path in the same or similar organization. In addition, the Capstone is a suitable option for students who expect to conduct research in their professional career. 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 empirical data collection in some form. A student who chooses the Capstone in consultation with the academic advisor may elect to also complete a CI. The *Capstone Handbook* is available on the MCE website (http://morgridge.du.edu/handbooks-forms/). Students considering the Capstone option must consult with their academic advisor at least two quarters before the Capstone is taken. Students become eligible for the CI after they have completed all core courses and accumulated a total of 38 credits.

LIS Courses

MLIS Core Courses (22 credits)
Students should take their core courses as soon as possible (except for the CI or Capstone) because these courses present foundational concepts that are key to success in electives. Some also serve as formal prerequisites for electives. In particular, LIS 4000 (Foundations of LAIS) and LIS 4015 (User & Access Services) should be taken in the first quarter of the program. However, other core courses maybe taken in any order and can be combined with electives. Please refer to the Coursework Plan in Appendix B for the list of core courses.

Electives (36 credits)
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 focused expertise. In consultation 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 Master-level classes through two modes of delivery: the on-campus (onsite) program and the MLIS@Denver fully online program. Students enrolled in the onsite program can take up to six courses from the online MLIS@Denver program; similarly, 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 academic advisor and contact Dana Wright, Academic Services Associate for MLISE@Denver (dana.wright@du.edu) no later than week five of the preceding quarter. If the process is not initiated in a timely fashion, students may not be able to enroll in MLIS@Denver courses.

In addition to the LIS elective courses, students may also choose electives within the MCE or other programs at DU, 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 an eight-credit limit. Students must secure their academic advisor's 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 & Statistics; Museum Studies; Social Work etc.

Teacher-Librarian 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 that applicants 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 (mary.stansbury@du.edu) is the primary contact for this concentration. Please see Appendix C for the Teacher-Librarian Coursework Plan.

Research Data Management (RDM) Concentration
The MLIS concentration in 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, 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-for-profit organizations. Dr. Peter Organisciak (peter.organisciak@du.edu) 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. Th certificate program prepares you to support the research data lifecycle in the areas of scholarly communication, open access, copyright, and research data management, through the 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-for-profit organizations in this comprehensive 28-credit program. <u>NOTE:</u> 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 collaboration between the student and their academic advisor (full-time, regular faculty member). **Ultimately, the completion of degree requirements and the submission of all necessary documentation is the student's responsibility.** Students are also responsible for prompt, timely, and clear communication with their advisors on academic and other program-related matters; It is also the student's responsibility to familiarize themselves with the contents of this *Handbook* that provides complete and accurate/updated information about the program. Academic advisors may elaborate on or add value to the *Handbook* content and offer the highlights, but they should not be expected to relay the *Handbook* content to the student in its entirety.
- In a graduate professional program, academic advisors are also expert professionals, and students are encouraged to use faculty experience and expert advice for professional networking and career development. All LIS faculty are prepared to advise students in their selection of courses and other program requirements regardless of the student's area of interest.
- *Milestones:*
  - Students are advised to meet with their academic advisor in the first quarter of the program in order to create a Coursework plan that will serve as a roadmap for the rest of the program. The academic advisor helps the student complete the coursework plan and approves it; the advisor also helps the student select the CI or the Capstone option.
  - Once the Coursework Plan is completed, approved, and signed, and once the student is advised on next steps, advisors are under no obligation to monitor and supervise the completion of administrative tasks.
  - It is the student's responsibility to keep track of their credits using their Coursework plan. If students substitute courses in their original Coursework plan, it is their responsibility to make sure that they still have the needed number of credits to graduate.
  - The Coursework plan needs to be updated before the last quarter of the program with the courses that were actually taken during the program (this selection of courses may deviate from the original plan). Students are advised to meet with their advisor again at this point; have their Coursework plan signed by the advisor and submitted as advised. This is necessary to make sure that the student is on track to complete all graduation requirements.
  - It is advisable that students meet with their advisors at least once a year and check in as

frequently as needed to get advice on course selection, adjusting their Coursework Plan, CI vs. Capstone issues, career-related matters, and so on.

- All the LIS faculty members are available for career guidance; however, only academic advisors can formally approve program-related documentation (e.g., Coursework Plans; independent study courses; program changes, etc.). Most regular faculty members work on nine-month contracts during the academic year. Over the summer, students may need to work with the LIS Program Lead Faculty Dr. Mary Stansbury, if their advisor is not on campus.
- If students miss a quarter of continuous enrollment, other than summer, they should inform their advisor and complete any necessary paperwork.

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 DU 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 should not fall below 3.0. Students with a grade point average below 3.0 will be placed on academic probation, provided a remediation plan, and given at least two quarters to improve their grades with the opportunity to get off probation prior to dismissal.

For a full list of grounds for dismissal, consult:
https://www.du.edu/studentlife/studentconduct/policies/outcomes/index.html#:~:text=Dismissal,all%20University%20Premises%20and%20activities.

Ungraded Degree Requirements: Year-One Evaluation, Portfolios, and Exit Essays
On the first day of the Spring quarter in Year One of the program, students are expected to complete an ungraded year-one evaluation essay and share it with their advisor. This essay allows for evaluating the student's one-year progress and professional development mid-way through the program. In their final year in the program, all students are expected to complete an online Portfolio as a graduation requirement. Selected artifacts from the core and elective classes will comprise the Portfolio, in addition to the updated resume and other documents. Students should start working on their Portfolio during the first year and complete during the final quarter. In the last quarter of the programs, students are also expected to write an exit essay with a reflection on their professional development that took place in the course of the program. The Portfolio and the exit essay should be presented/submitted to the academic advisor no later than week 6 of the last quarter in the program. The guidelines for creating and formatting year-one evaluation essays, Portfolios and exit essays are available In Appendix F.

PART III: PROGRAM PERSONNEL AND RESOURCES

LIS 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 LIS Student and Alumni Association (LISSAA). LIS has student chapters of the ALA, the Society of American Archivists (SAA), the Special Library Association (SLA) and the Association for Information Science & Technology (ASIS&T). These associations assist students in their graduate experience by providing networking options, career support, professional development, and encouragement. Events and activities facilitate professional opportunities 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 (**Student Chapter)
- **ASIS&T** (Association for Information Science & Technology Student Chapter**)** 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 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 for Teaching and Learning regularly teach and mentor students while providing opportunities for internships, practicum experiences, and service learning. The professionals listed below are those who will teach in the near future or have taught in the last two years. The program hires other practitioners, not named on this list, as the need arises and depending on the content of the courses requiring instructors.

- 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 curricular and programmatic directions.

Advisory Board Members

- Camila Alire, Past President, ALA; 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
- Linds 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

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, LIS students are expected to adhere to the academic and professional expectations and standards of professional associations, such as the 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 LIS program is accredited through the ALA 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)

ALA Code of Ethics (https://www.ala.org/tools/ethics)
Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22,

2008; and June 29, 2021.

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.

1. 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.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. 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.
4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
5. 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.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. 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.
8. 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.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

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. It is also your opportunity to take advantage of student membership rates. 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/

Libschool-l Distributed Email List (EVERY LIS STUDENT MUST SUBCRIBE)
All accepted and enrolled students in the LIS Program will be subscribed to the *libschool-l* distributed email list by the LIS Academic Services Associate, using the student's DU email address. The *Libschool-l* is used to deliver official LIS Program notices, job and internship opportunities, and the discussion of student and faculty matters.

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 DU 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 all courses available in the onsite program. Please note that not all courses are offered every year. Offerings depend on enrollment and the availability of instructors. Not all special topics courses are listed. Students should check with their advisor for updates and course recommendations.

Frequency and quarter information is based on past schedules and does not guarantee the same scheduling moving forward. It is provided as a convenience.

Core and Elective Courses

Course Title	Common Frequency of Offering
* LIS 4000 Foundations of Library, Archival, and Information Sciences (3 credits)	Every year
* LIS 4010 Organization of Information (3 credits)	Every year
* LIS 4015 User and Access Services (3 credits)	Every year
* LIS 4040 Management of Information Organizations (3 credits) Prerequisite: LIS 4000 or Instructor approval	Every year
* LIS 4050 Library and Information Technologies (3 credits)	Every year
*RMS 4900 Education Research & Measurement (4 credits)	Several times a year
LIS 4005 Privilege & Equity	Every other year
LIS 4011 Information Access & Retrieval (3 credits)	Every other year
LIS 4060 Reference (3 credits) Prerequisite: LIS 4000	Every year
LIS 4070 Cataloging & Classification (3 credits) Prerequisite: LIS 4010	Every year
LIS 4135 Scholarly Communication (3 credits)	Every year
LIS 4206 Web Content Management (3 credits)	Every year
LIS 4208 Usability (3 credits)	Every other year
LIS 4209 Information Architecture (3 credits)	Every other year
LIS 4210 Data Visualization (3 credits)	Every year
LIS 4220 Data Curation (3 credits)	Every year
LIS 4230 Database Management Systems (3 credits)	Every year

LIS 4235 Scripting for Large Databases (4 credits)	Every year
LIS 4320 Outreach (3 credits)	Every year
LIS 4321 Collection Management (3 credits)	Every year
LIS 4330 Library Instruction (3 credits)	Every other year
LIS 4350 Adult Materials & Services (3 credits)	Every year
LIS 4355 The Reading Experience in LIS (3 credits)	Every year
LIS 4370 Database searching (2 credits)	Every other year
LIS 4404 Metadata Architectures (3 credits) Prerequisite: LIS 4010	Every year
LIS 4510 Children's Materials & Services (3 credits)	Every year
LIS 4520 Young Adult Materials & Services (3 credits)	Every year
LIS 4535 School Libraries (2 credits)	Every other year
LIS 4800 Introduction to Archives & Records Management; (3 credits) Prerequisite: LIS 4000 and LIS 4010; or Instructor approval	Every year
LIS 4805 Records Management (3 credits)	Every year
LIS 4806 Advanced Archives (3 credits)	Every other year
LIS 4810 Digital Libraries (3 credits)	Every year
LIS 4820 Digitization (3 credits)	Every year
LIS 4850 Digital Preservation (3 credits)	Every other year
LIS 4901 Capstone Course; (3 credits) *Prerequisite: Minimum of 38 credits including ALL core courses & proposal approved by Academic advisor & Faculty permission.*	Offered as needed
LIS 4902 Internship (1-4 credits variable) *Maximum of 4 credits*	Offered every year
LIS 4910 Culminating Internship (3 credits) *Prerequisite: Minimum of 38 credits of LIS graduate coursework, including ALL core courses*	Offered every year
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

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
LIS 4920 Service Learning in Library & Information Science (1-4 credits) *LIS students are limited to a total of ten credits of combined LIS 4991 Independent Study and LIS 4920 Service Learning. A minimum of 75 hours of service is required for 3 credits.*	Every quarter with instructor permission
LIS 4991 Independent Study (1-10 credits) *LIS students are limited to a total of ten credits of combined LIS 4991 Independent Study and LIS 4920 Service Learning*	Every quarter with instructor permission
LIS 4992 Directed Study (1-10 credits)	Variable
LIS 4700 Special Topics in Library & Information Science (1-5 credits-variable)	Generally 1 or 2 per quarter
LIS 4701 Reference Topics: Topics (1 credit each)	Every year
LIS 4702 Academic Libraries (3 credits)	Every other year
LIS 4702 Public Libraries (3 credits)	Every other year
LIS 4702 Special Libraries (2 credits)	Every other year
LIS 4700 Digital Humanities (3 credits)	Consult the timetable
LIS 4700 Information Behavior: Communities & Contexts (3 credits)	
LIS 4700 Preparing for the Job Market (1 credit)	
LIS 4700 Digital Humanities (3 credits)	
*Core Classes	

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 academic 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 Associate Dean. The following course prefixes are UCOL classes: COMM, EPM, GOS, GS, HC, HRA, ICT.

Appropriate MCE classes are from the following programs: Child, Family & School Psychology; Curriculum and Instruction; Higher Education; and Research Methods & Statistics.

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.

APPENDIX B
Library and Information Science Program
Coursework Plan (2022-2023)

Student _____   **ID#** _____

Student Email _____   **Academic Advisor** _____

Anticipated Graduation Date: _____   (Quarter and Year) _____

LIS CORE and REQUIRED COURSES—22 credits	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 credits			
	36		
TOTAL HOURS (MINIMUM 58 REQUIRED FOR MLIS)	**58**		
Additional Degree Requirements:			**Date Passed**
Portfolio			

_____ _____   _____ _____
Student   Date   Advisor   Date

Library and Information Science Program
Teacher-Librarian Concentration
Coursework Plan (2022-2023)

Student _____   **ID#** _____

Student Email _____   **Academic Advisor** _____

Anticipated Graduation Date:_____   (Quarter and Year) _____

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
Research Data Management Concentration
Coursework Plan (2022-2023)

Student _____   ID# _____

Student Email _____   Academic Advisor _____

Anticipated Graduation Date: Quarter and Year _____

LIS CORE and REQUIRED COURSES—48 credits	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 credits required			
TOTAL HOURS (MINIMUM 53 REQUIRED FOR MLIS RDM Concentration)	**53**		
Additional Degree Requirements:			**Date Passed**
Portfolio			

_____ _____   _____ _____
Student   Date   Advisor   Date

APPENDIX E
Library and Information Science Program
Research Data Management Post-Master's Certificate
Coursework Plan 2022-2023

Student _____   **ID#** _____

Student Email _____   **Academic Advisor** _____

Anticipated Graduation Date: _____   (Quarter and 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
Year-One Evaluation. Portfolio. Exit Essay. 2022-2023

Year-One Evaluation

Year-One Student Evaluation takes place in in the Spring quarter of each year. In addition to evaluating students' academic progress, primarily through the GPA, their professional development is evaluated. Students need to submit their self-evaluation to their academic advisors on the first day of the Spring quarter in order to receive verbal or written feedback (as mutually agreed). Students not meeting expectations in one or more areas will be notified in writing and required to discuss an improvement plan with their academic advisors. The self-evaluation should be written in a clear, professional manner; all answers should be supported by specific examples.

Please provide self-evaluation based on the following criteria and support your answers with examples

1. Dependability (Please describe one or more incidents that you feel demonstrate your dependability and/or your need for improvement).
2. Time Management/Work Organization (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 (Please describe one or more experiences that you feel demonstrate your respect for human diversity and/or your need for improvement).
4. Communication (Please describe one or more incidents that you feel demonstrate your ability and/or personal challenges to communicating orally and in writing).
5. Technology (Please describe one or more incidents that you feel demonstrate your ability and/or personal challenges with technology).
6. Interpersonal Effectiveness (Please describe one or more incidents that you feel demonstrate your interpersonal relationship abilities and/or personal challenges in this area).
7. Adaptability/Flexibility (Please describe one or more incidents that you feel demonstrate your adaptability and flexibility and/or personal challenges in this area).
8. Leadership (Please describe an incident that you feel demonstrates your leadership and/or why it is an area for improvement).
9. Lifelong Learning (Please describe your philosophy and plan for professional development and/or why it is an
   area for improvement).
10. Ethical Responsibility (Please describe your philosophy of professional ethical responsibility and/or why it is an area for improvement).
11. Professional Demeanor (Please describe an incident that you feel demonstrates your professional demeanor and/or why it is an area for improvement).

Portfolio

Program Portfolio Instructions
Rationale

Creating a professional Portfolio is an additional non-credit degree requirement in the LIS program. Developing Portfolios is essential because it allows students to

- Take stock of their coursework for the duration of the entire program;
- Choose the best representative work to include in their resumes and to discuss at job interviews;
- Practice the development of online professional sites and dossiers;
- Identify connections between graduate courses and LIS practice/ job market requirements and be prepared to discuss the contribution of LIS education to the professional field during job interviews.
- Demonstrate knowledge of the field and technical skills.

Therefore, developing an attractive and well-structured professional Portfolio constitutes an important step in preparing for the job market and entry into the professional career.

Material from student Portfolios may be used by LIS faculty for the purposes of the MLIS program assessment and systematic review in order to meet the requirements of ALA accreditation (e.g., to highlight samples of exemplary student work and provide illustrations of how students meet Program Learning Outcomes [PLOs]). We request that students share their Portfolios with academic advisors; we also encourage students to consult with advisors in the course of Portfolio development.

Platforms for Portfolio

You may create it on any platform (e.g., Wix, WordPress, Google Sites, etc.) insofar as you share your site with your advisor in a timely fashion. Important: make an informed decision about which platform to use and inquire into the privacy and data mining practices of the provider.

Portfolio Elements

Please note that you may add other elements as needed and as warranted by the requirements of your job searching and interviewing.

1. **Introduction.** Provide a brief description of yourself. This description should be written with the assumption that a potential employer might read it. Some individuals also choose to film a video introduction in lieu of or in addition to a written paragraph.
2. **Professional Goals.** List 2-3 professional goals. These may include positions that you'd like to hold; types of organizations in which you'd like to work; achievements that you've outlined for yourself in the next few years; association and service work that you'd like to do; publishing and social communication aspirations; and so on. These goals can be integrated into your Introduction narrative or listed after the Introduction as bullet point entries.
3. **Picture.** It is quite common to have a photograph accompanying your professional sites. However, it is at your discretion and not mandatory.
4. **Resume.** Develop a professionally formatted and continuously updated resume. For helpful resources on preparing your resumes and cover letters, please refer to: https://career.du.edu/channels/resumes-cover-letters/. Please remember that resumes remain relatively unchanged through your applications to different positions. However, cover letters should be tailored each time to specific job descriptions that you're applying for. Your cover letters will highlight specific sections in your resume relevant to job

descriptions and draw connections between job requirements and your skills reflected in your resume. Thus, the centrality of a carefully crafted resume cannot be overestimated. Invest in developing.

5. Representative Assignments

a. <u>How many to share?</u> We recommend that you share at least one (desirably more) assignments from each core class. We also encourage you to share the best assignments from your elective courses. Listed below are assignments from each core course that you should consider.

b. <u>How to decide which assignments to share?</u> Share assignments that you think provide the best representation of your work; that makes you stand out and highlight your unique skills; that demonstrate your professional growth through the program; that show evidence of your creativity and technical skills; and so on. Do not share assignments that you do not feel comfortable sharing (e.g., be judicious about sharing personal reflections and assignments that disclose too personal and unnecessary information to your potential employer; also, consider revising or not sharing assignments that did not score particularly high grades).

c. <u>What rules to follow in sharing?</u> If you share paper written documents (e.g., papers, lesson plans, outreach plans, and so on), consider sharing them in .pdf. Make sure that you are explicit with what uses you allow for your intellectual property. Add your name or the names of all the assignment authors and date. Your intellectual material is protected by copyright, but you may want to promote more open sharing by applying a Creative Commons license; inversely, you may want to remind a reader of your copyright with a message, e. g., "do not distribute without the author's written consent." Don't overshare personal information (e.g., remove your home address and personal phone number; you will supply it to your potential employers in your cover letter or other application documents; it needn't be in the public domain). If you share group projects that include images or videos, remember to ask the other group members for written consent (email will suffice). Written documents (e.g., papers), on which you're one of the authors, can be shared without written consent, although it is a courtesy think to check with your co-authors.

d. <u>Are there any formatting suggestions?</u> Consider providing navigation bars, navigation tabs, and links; however, also consider embedding certain documents in your web pages. Embedded documents make your Portfolio more attractive and provide a greater incentive for users to explore further and learn more about you.

e. <u>What should your entries look like?</u> We recommend that, for each entry, you create a brief blurb that will:
   o Mention the course for which this assignment was completed and whether it was a core or an elective course (unless it's made clear by your layout);
   o Give one-sentence description of the assignment;
   o Outline two-three most important things that you've learned in the process. (consider incorporating transferable skills, e.g., interpersonal skills, communication, leadership; as well as content-related outcomes, e.g., specific technology skills, subject knowledge, etc.)
   o Then, add the actual artifact, either by uploading/embedding it or by providing a link.

6. **Assignments to Be Considered for Portfolio**

   Consider including one-two major assignments from the following core courses: LIS 4000

   Foundations of Library, Archival, and Information Science
   LIS 4010 Organization of Information LIS 4015
   User and Access Services
   LIS 4040 Management of Information Organizations LIS 4050
   Library and Information Technologies
   RMS 4900 Educational Research and Measurement The
   outcome of your internship or capstone

   Also, consider including major and representative assignments from elective courses of your choice.

7. **Other Portfolio Sections.** You may add any assignments or projects that provide evidence of your professional interests. These may include projects developed in the course of your GA work; extracurricular projects; projects completed at work (consult with your work supervisors on whether this sharing is appropriate and, if yes, what rules should be followed while sharing); hobbies and creative endeavors, etc.

8. **Note: Materials to Be Shared with Your Advisors but Not Included in Your Portfolio** Please make sure that the following items are submitted in a timely fashion:
   - Coursework Plan (see, Handbook, p. 13 (Academic advising); p. 15 (Appendix B).
   - Exit Essay (see, Handbook, Appendix F for content and formatting)

   Please do not hesitate to consult with your advisors in the process. Good luck!

Exit Essay

Exit Essay Instructions for Students

For each of the Student Learning Outcomes listed below. Provide a brief statement describing your achievement of that outcome. You might provide specific examples for each outcome, such as an assignment or other learning experience. You might also feel that you have not achieved a particular outcome; in this case, please analyze why you think so. Please do not omit any outcomes.

There is not a prescribed page length. A short paragraph for each outcome is sufficient. Do include your name and page numbers in the document.

The LIS Program will use these essays to improve the program, not to prevent you from graduating.

Contact your academic advisor if you have any questions.

Student Learning Outcomes

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 values 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.
7. Identify, evaluate, synthesize, and disseminate information for a variety of communities and users.
8. Demonstrate the interaction between information users and information resources, and how to improve that interaction.
9. Apply current management and leadership theories and practices in the creation, administration, and assessment of services.
10. Demonstrate competency with current information technologies.
11. Demonstrate professional communication skills, work behaviors, and respect for diversity.
12. Critique and construct library, archive, and information science research.

Appendix G.
Library and Information Science Course Planning Toolkit, 2022 – 2023

UNIVERSITY *of* DENVER

MORGRIDGE COLLEGE OF EDUCATION

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 & Concentration

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 elective courses in that path. Included are Guidesheets for:

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

These Guidesheets are intended to assist students in course selection and complement suggestions from academic advisors. As a reminder, specializations are not formal tracks and do not show on students' transcripts or diplomas. On the other hand, concentrations (i.e., Research Data Management and Teacher-Librarian) are formal clusters of courses. See Part II. Please note that not all courses can be offered every year; course offerings depend on enrollment and the availability of course instructors. Please consult with your academic advisor and the graduate bulletin (http://bulletin.du.edu/graduate/) for current offerings.

Library and Information Science Specialization Guidesheet

Academic Libraries
Academic libraries are exciting community hubs on campus and a focal point of intellectual exchange, collaborative learning, information and digital literacy education, and community engagement. Inspired by the idea of whole person education, they serve a pivotal role in supporting curriculum and instruction; research and scholarly collaboration; scholarly communication initiatives and open access to resources. Academic libraries take the lead on countering disinformation, promoting diversity, equity, inclusion, and accessibility (DEIA), mitigating the digital divide, and facilitating wellness, well-being, and meaningful leisure on campus. Academic librarians fulfill a variety of roles, from information literacy instructors to subject experts; from department liaisons to digital rights managers; from catalogers and metadata architects to collection managers; from research data managers to wellness and leisure facilitators.

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, community organizations, 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 the record's life-cycle, which begins at 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.

Community Engagement
Community Engagement is a growing area of LIS practice that transcends traditional divisions by library type and by type of service. Expectations of community engagement included in the job descriptions of public services librarians, collection managers, youth and children's librarians, catalogers and records managers, archivists, and information professionals working outside of traditional library settings. Community engagement LIS professionals step away from the idea of libraries as unilateral service providers, as information intermediaries, and as sources of authority and power; they build partnerships and collaborations with community members and capitalize on community resourcefulness, strengths, and resilience in order to help communities and individuals improve their well-being and quality of life. Being a community engagement professional entails a holistic view of the information environment, from technical services to meaningful leisure and wellness. It also requires a skillset enabling professionals to build an evidence base for their practice and to do environmental scans, community studies, strategic planning, programming, outreach, partnership building, policy development, and marketing and advocacy, deriving many of their professional skills from helping occupations, such as social work and public health.

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 or a digital archive; 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.

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.

Specialization Guidesheets

Types of Courses	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
Core Courses					
LIS 4000 Foundations of Library, Archival, and Information Science (3 credits)	✓	✓	✓	✓	✓
LIS 4010 Organization of Information (3 credits)	✓	✓	✓	✓	✓
LIS 4015 User and Access Services (3 credits)	✓	✓	✓	✓	✓
LIS 4040 Management of Information Organizations (4 credits) *Prerequisite: LIS 4000 or Instructor Approval*	✓	✓	✓	✓	✓
LIS 4050 Library and Information Technologies (3 credits)	✓	✓	✓	✓	✓
RMS 4900 Educational Research and Measurement (4 credits)	✓	✓	✓	✓	✓
Culminating Experience					
LIS 4901 Capstone (3 credits) *Prerequisite: Minimum of 38 quarter hours including ALL core courses & proposal approved by Academic advisor & Faculty permission.*	✓	✓	✓	✓	✓
LIS 4910 Culminating Internship (3 credits) *Prerequisite: Minimum of 38 quarter hours of LIS graduate coursework, including ALL core courses.*	✓	✓	✓	✓	✓
Recommended Electives					
LIS 4005 Privilege and Equity (3 credits)	✓	✓	✓	✓	✓
LIS 4011 Information Access & Retrieval (3 credits)					
LIS 4060 Reference (3 credits)	✓			✓	
LIS 4070 Cataloging and Classification (3 credits) *Prerequisite: LIS 4010 or Instructor Approval*	✓		✓		
LIS 4135 Scholarly communication (3 credits)	✓				
LIS 4206 Web Content Management (3 credits)	✓	✓	✓	✓	
LIS 4208 Usability (3 credits)			✓		
LIS 4209 Information Architecture (3 credits)			✓		
LIS 4210 Data Visualization (3 credits)			✓		
LIS 4220 Data Curation (3 credits)	✓	✓	✓		
LIS 4230 Database Management Systems (3 credits)			✓		
LIS 4235 Scripting for Large Databases (4 credits)			✓		
LIS 4320 Outreach (3 credits)				✓	✓
LIS 4321 Collection Management (3 credits)	✓			✓	✓
LIS 4330 Library Instruction (3 credits)	✓				✓

Course					
LIS 4350 Adult Materials & Services (3 credits)				✓	
LIS 4370 Database Searching (2 credits)	✓			✓	
LIS 4404 Metadata Architectures (3 credits) *Prerequisite: LIS 4010 or Instructor Approval*		✓	✓		
LIS 4510 Children's Materials & Services (3 credits)				✓	✓
LIS 4520 Young Adult Materials & Services (3 credits)				✓	✓
LIS 4702 Type of Library: Academic Libraries (3 credits)	✓				✓
LIS 4702 Type of Library: Public Libraries (3 credits)				✓	✓
LIS 4011 Information Access & Retrieval (3 credits)	✓				
LIS 4800 Introduction to Archives & Records Management (3 credits) *Prerequisite: LIS 4000 and LIS 4010 or Instructor Approval.*		✓			
LIS 4805 Records Management (3 credits)		✓			
LIS 4806 Advanced Archives (3 credits)		✓			
LIS 4810 Digital Libraries (3 credits)	✓	✓	✓		
LIS 4820 Digitization (3 credits)		✓	✓		
LIS 4850 Digital Preservation (3 credits)	✓	✓	✓		
LIS 4355 The Reading Experience in LIS (3 credits)	✓			✓	✓
LIS 4700 Advocacy & Marketing (3 credits – MLIS@DU online)	✓			✓	✓
CFSP 4308 Early Academic Competencies (3 credits)				✓	
CFSP 4310 Infant Development (3 credits)				✓	

Library and Information Science Concentration Guidesheet

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

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

Elective(s) – (5 credits)
LIS or RMS electives are chosen in consultation with the academic advisor.

Library and Information Science Concentration Guidesheet

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

Culminating Experience (4 credits)
LIS 4911   Elementary School Culminating Internship (2 credits) **and**
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.*

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

Recommended Electives (21 credits)
LIS 4206   Web Content Management (3 credits)
LIS 4330   Library Instruction (3 credits)
LIS 4701   Reference Topics: (1 qtr. hr. each)
LIS 4700   Assessment (3 credits)