

Master of Library and Information Science (MLIS)

Online Program

Student Handbook

2022-2023



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Library & Information Science Program Key Information and Resources

Organizational Structure

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

Ruffatto Hall (KRH)

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

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

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

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

Program specific information.

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.

MyDU: <https://login.du.edu>

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

NOTE: Prior to June 2022, the secure portal was PioneerWeb, which is no longer in use.

MLISDenverOnline Portfolio: <http://portfolio.du.edu/MLISDenverOnline>

A great deal of information about our MLIS online program is in this site. Course syllabi, handbooks, faculty bios, and much more.

Contents

| | |
|---|-----------|
| PREFACE | 5 |
| PART I: OVERVIEW | 6 |
| GENERAL CONTACT INFORMATION | 6 |
| LIBRARY AND INFORMATION SCIENCE FACULTY | 6 |
| ACCREDITATION | 8 |
| PROGRAM MISSION..... | 8 |
| PROGRAM GOALS..... | 8 |
| STUDENT LEARNING OUTCOMES | 9 |
| PART II: MLIS PROGRAM REQUIREMENTS AND ADVISING | 9 |
| REQUIREMENTS OVERVIEW..... | 9 |
| CULMINATING EXPERIENCE OPTIONS: CULMINATING INTERNSHIP OR CAPSTONE:..... | 9 |
| MLIS REQUIRED COURSES (22 QTR. HRS.) | 11 |
| ELECTIVES (36 QTR. HRS.)..... | 11 |
| UNGRADED DEGREE REQUIREMENTS: YEAR-ONE EVALUATION, PORTFOLIOS, AND EXIT ESSAYS | 11 |
| ADVISING OVERVIEW | 11 |
| ADVISING GUIDELINES AND MILESTONES | 12 |
| LIBRARY AND INFORMATION SCIENCE COURSES FOR THE ONLINE MLIS | 13 |
| COURSEWORK PLAN | 13 |
| GRADE REQUIREMENTS | 14 |
| INCOMPLETE GRADES..... | 14 |
| PART III: STUDENT GROUPS, ADJUNCT FACULT, AND ADDITIONAL RESOURCES | 15 |
| LIBRARY AND INFORMATION SCIENCE STUDENT ASSOCIATIONS | 15 |
| LIS STUDENT GROUPS | 15 |
| LIBRARY AND INFORMATION SCIENCE ADJUNCT FACULTY | 15 |
| ADJUNCT FACULTY MEMBERS | 15 |
| AFFILIATE FACULTY | 16 |
| DU OFFICE OF TEACHING AND LEARNING | 16 |
| UNIVERSITY LIBRARIES FACULTY (ANDERSON ACADEMIC COMMONS)..... | 16 |
| LIBRARY AND INFORMATION SCIENCE ADVISORY BOARD | 16 |
| ACADEMIC SERVICES..... | 16 |
| PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS | 16 |
| PROFESSIONAL NORMS AND STANDARDS..... | 16 |
| AMERICAN LIBRARY ASSOCIATION CODE OF ETHICS | 17 |
| PART V: PROFESSIONAL LIBRARY, INFORMATION SCIENCE, AND ARCHIVES ASSOCIATIONS | 18 |
| NATIONAL, REGIONAL, AND STATE ASSOCIATIONS | 18 |
| PART VI: COMMUNICATION CHANNELS, TECHNOLOGY, TEXTBOOKS | 18 |
| LIBSCHOOL-L DISTRIBUTED EMAIL LIST (EVERY LIS STUDENT MUST SUBSCRIBE) | 18 |

| | |
|---|-----------|
| APPENDIX A | 20 |
| YEAR-ONE EVALUATION, PORTFOLIO, EXIT ESSAY, 2022-2023 | 20 |
| YEAR-ONE EVALUATION (18-36 CREDITS)..... | 20 |
| PORTFOLIO INSTRUCTIONS | 21 |
| EXIT ESSAY INSTRUCTIONS | 24 |
| APPENDIX B | 25 |
| WORKSHEET FOR COURSEWORK PLAN | 25 |
| LIS CORE COURSES | 25 |
| ELECTIVES—36 QUARTER HOURS | 25 |

Preface

The *Master of Library and Information Science (MLIS) Online Program Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the MLIS degree and advanced certificates. In addition to this handbook, the student should also refer to the University of Denver Graduate Policies and Procedures found in the Graduate Bulletin available at:

<http://bulletin.du.edu/graduate/gradpolicy/> and the MCE Policies and Procedures found here:

<http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees, or other changes in this handbook without advance notice.

The University of Denver (dba Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

PART I: OVERVIEW

General Contact Information

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

Mary.Stansbury@du.edu,

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

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

Dr. Krystyna Matusiak, Associate, Professor; Research Methods & Information Science Interim Department Chair

Krystyna.Matusiak@du.edu

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

Dana Wright, Academic Services Associate, Morgridge College of Education

Dana.Wright@du.edu

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

Student Success Advisor (assigned when deposit is received): _____

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

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

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

Library and Information Science Faculty

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

Spencer Acadia, Clinical Assistant Professor

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

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

Shimelis Assefa, Associate Professor

MS, Information Science, Addis Ababa University, Ethiopia; PhD, Information Science, University of North Texas. Dr. Assefa has extensive experience in the field of library and information systems combining teaching, research, and practice at university and international organization settings. Before joining the LIS faculty at DU, he held different positions including Lecturer, Systems Librarian, Chief Medical Librarian, and consultant at Addis Ababa University

(Ethiopia), University of North Texas, San Jose State University, United Nations Economic Commission for Africa, and the African Union. His teaching and research interests include library and information technologies, information science, web content management, information seeking behaviors, information access and retrieval, medical libraries, and teaching and learning with technology. His current research focuses on the application of bibliometric methods to understand the domain of STEM education; scholarly communication with a focus on the speed of knowledge diffusion and innovation from research findings to application; information seeking behavior of low-income communities; and productivity and efficiency measures of health sciences libraries.

Keren Dali, Assistant Professor

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

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

Krystyna Matusiak, Associate Professor

MLIS, PhD, University of Wisconsin-Milwaukee.

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

Peter Organisciak, Assistant Professor

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

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

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

MLS, PhD, Texas Woman's University

Dr. Stansbury's areas of teaching and research expertise include information policy, information and communications technology access and equity, and health information seeking behaviors. She has worked as an elementary school librarian, a special librarian, and served as a public library trustee. Dr. Stansbury is co-author of *Virtual Inequality: Beyond the Digital Divide* and was co-principal investigator of an IMLS-funded research project on health information seeking behaviors of older adults. She was the PI on the IMLS-funded Early Childhood Librarianship project. She is an active member of the Colorado Association of Libraries, Mountain Plains Library Association, Association of Library & Information Science Education, and the American Library Association. Dr. Stansbury is currently working with an interdisciplinary team to study community assets for education in rural Colorado.

Accreditation

The Library and Information Science (LIS) Program at the University of Denver has been fully accredited by the American Library Association (ALA) as a provider of the Master's in Library and Information Science (MLIS) degree since June 2004. DU was the first new library program accredited by the ALA in more than 28 years. Programs in good standing are reviewed by ALA every seven years. The most recent review of the DU program by the ALA was in 2018 and resulted in the Program receiving re-accreditation for 7 years. The next review is scheduled for 2025.

In addition, the University of Denver is accredited by the Colorado Higher Learning Commission (CHLC) for the Teacher-Librarian concentration and is included in the ALA accreditation process. .

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.

Student Learning Outcomes

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

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

Part II: MLIS PROGRAM REQUIREMENTS and ADVISING

Requirements Overview

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

The Master of Library and Information Science Degree (MLIS) is made up of 58-quarter hours of classes and optional field-based coursework. Core courses provide conceptual knowledge, professional skills, and technical competencies. Elective courses build upon the fundamental concepts of the core courses and bring specialized content that is conceptual as well as practical. The Online MLIS electives have been chosen to provide learning opportunities for students interested in public, school, and academic libraries and in archives.

Culminating Experience Options: Culminating Internship or Capstone:

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

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

Students may identify their own site, following a consultation with the Placement Team and faculty supervisor. Under certain conditions, students may complete their internship at their workplace. Some locations are more selective than others and may require formal application procedures.

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

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

Students are contacted by the Placement Coordinator in the quarter before registering for the course.

The Culminating Internship Handbook is available on the [MLIS@DenverOnline](#) portfolio.

LIS 4901 Capstone is an option for those students who have substantial library or archives experience at a supervisory level and who expect to continue their professional path in the same or similar organization. In addition, the Capstone is a suitable option for those students who expect to conduct research in their professional career, such as those in academic libraries. The range of possible Capstone projects is extensive and is an individual choice. However, all Capstone projects require a substantive, original effort that involves data collection in some form.

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

The *Capstone Handbook* is available in the MLISDenver Online portfolio <https://portfolio.du.edu/MLISDenverOnline>. Students considering the Capstone option should consult with their academic advisor at least two quarters before the Capstone is taken. LIS 4901 Capstone (3 qtr. hrs.)

MLIS Required Courses (22 qtr. hrs.)

Students should take their required (core) courses as soon as possible (except for the Culminating Internship or Capstone) because these courses present foundational concepts that are key to success in electives. In particular, LIS 4000 Foundations of Library, Archival, and Information Sciences and 4015 User and Access Services should be taken in the first quarter of enrollment in the Online MLIS. However, other required/core course maybe taken in any order and can be combined with electives.

RMS 4900 Education Research & Measurement

This course is intended for Master's students in the Morgridge College of Education (MCE). Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined. 4 qtr. hrs. Required for all MCE masters level students. Students with another master's degree and have taken a similar class should discuss options with their advisor.

Electives (36 qtr. hrs.)

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

Ungraded Degree Requirements: Year-One Evaluation, Portfolios, and Exit Essays

Year-One Evaluation: Students who have completed 18-24 credits in the program are considered to be Year-One students. Year-One 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.

Portfolio: 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.

Exit Essay: In the last quarter of the program, students are also expected to write an exit essay with a reflection on their professional development that took place during the program. The Portfolio and the exit essay should be presented/submitted to the academic advisor by the sixth week 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 A**.

Advising Overview

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

To schedule meetings with your Faculty Advisor, contact them directly. Some faculty use a web-based scheduling tool, others prefer arranging meetings through email. Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with either Dr. Mary Stansbury or Dr. Spencer Acadia if their advisor is not available.

Advising Guidelines and Milestones

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

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.**
- To track credits and course grades, use the [MyDU](#) website
- 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.
 - 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 full-time faculty members work on nine-month contracts during the academic year. Over the summer, students may need to work with the MLIS@Denver Director 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 the Academic Services Associate (Dana.Wright@du.edu) and complete any necessary paperwork.
- **Advising Milestones:**
 - First Quarter: 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 a Year: 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.
 - Penultimate Quarter: The Coursework plan needs to be updated before the last quarter of the program with the courses that were 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.

LIBRARY AND INFORMATION SCIENCE COURSES for the ONLINE MLIS

The University of Denver Registrar’s website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg

| Course Number and Title | Credits |
|--|----------------|
| Orientation | 0 |
| Required Courses | |
| LIS 4000 Foundations | 3 |
| LIS 4010 Organization of Information | 3 |
| LIS 4015 User and Access Services | 3 |
| LIS 4050 Library & Information Technologies | 3 |
| LIS 4040 Management of Information Organizations | 3 |
| RMS 4900 Educational Research and Measurement | 4 |
| LIS 4901 Capstone OR LIS 4910 Culminating Internship | 3 |
| Electives | |
| LIS 4001 Immersion Experience (Voluntary) | 0 |
| LIS 4005 Privilege and Equity | 3 |
| LIS 4043 Advocacy and Marketing | 3 |
| LIS 4011 Information Access & Retrieval | 3 |
| LIS 4060 Reference | 3 |
| LIS 4070 Cataloging and Classification | 3 |
| LIS 4206 Web Content Management | 3 |
| LIS 4320 Outreach | 3 |
| LIS 4321 Collection Management | 3 |
| LIS 4510 Children’s Materials and Services | 3 |
| LIS 4520 Young Adult Materials and Services | 3 |
| LIS 4330 Information Literacy Instruction | 3 |
| LIS 4610 Career Development | 3 |
| LIS 4810 Digital Libraries | 3 |
| LIS 4820 Digitization | 3 |

Coursework Plan

The Coursework Plan is submitted to the DU Office of Graduate Studies to be track a student’s progress toward degree completion. The Coursework Plan details, such as selection of electives, should be discussed with the Faculty Advisor during the first quarter in the program. A Coursework Plan Worksheet, found in Appendix B, is a good tool to use for drafting your Coursework Plan before meeting with your Faculty Advisor.

After that discussion with your Faculty Advisor, the official Coursework Plan is submitted using the questionnaire available at https://udenver.qualtrics.com/jfe/form/SV_ehyDc4G1ykEJVmB.

Independent Studies

Some students arrange a Independent Study for a variety of reasons, but the most common reason is to dig more deeply into a topic that was raised in a class.

Independent Studies are arranged with a full-time faculty member. While the adjunct instructors in our program are generous with their time, they are not compensated for supervising independent studies. There is an approval process and the best place to start is with your faculty advisor.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the LIS Program in graduate coursework counted toward the MLIS degree. The average is determined on the basis of the University's grading system. **Credits carrying a "B-" or below will not be accepted by the LIS program as meeting degree requirements** and the student will be placed on academic probation, provided a remediation plan, and are given at least two quarters to improve their grades with the opportunity to get off probation prior to dismissal.

Other grounds for dismissal (in addition to academic standing) include a lack of progress in completion of the MLIS, academic misconduct and violating DU's honor code.

Incomplete Grades

Under certain circumstances, a student may need to request an Incomplete Grade. If a student has more than three (3) Incomplete Grades at any given time, they may be placed on academic probation.

An Incomplete "I" is a temporary grade that may be given at the instructor's discretion to a student when illness, necessary absence or other reasons beyond the control of the student prevent completion of course requirements.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term;
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame and does not require the student to re-take any portion of the course;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student discuss the terms for the Incomplete in writing before the end of the term. The [Application for Incomplete Grade form](#) can be used to document the terms of the Incomplete and can be turned in to the Registrar's Office by the instructor as a part of the official student's record.

The complete policy is available here: <https://www.du.edu/registrar/transcripts-grades-records/grading/incomplete-policy>

PART III: STUDENT GROUPS, ADJUNCT FACULTY, AND ADDITIONAL RESOURCES

Library and Information Science Student Associations

Professional associations and networks are essential to the socialization and support of LIS graduates. All LIS students automatically become members of DU's Library and Information Student and Alumni Association (LISSAA). LIS has student chapters of the American Library Association (ALA), the Society of American Archivists (SAA), the Special Library Association (SLA) and the American Society for Information Science & Technology (ASIS&T). These associations assist students in their graduate experience by providing support and encouragement to students throughout the master's and certificate experience. Planned activities provide opportunities to meet and network with LIS professionals at the local, regional, and national levels. Groups meet outside of class to pursue research, and provide for further learning and student support. Visit <http://morgridge.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)
- **ASIS&T** (American Society 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 professors and instructors who teach on an ongoing basis. Adjuncts (part-time faculty) are highly qualified practitioners and specialists, working in the field in various capacities, who share their expertise with LIS students. Librarians in the Anderson Academic Commons and staff in the DU Office of Teaching and Learning regularly teach and mentor students and provide opportunities for internships, practicum experiences, and service learning.

Adjunct Faculty Members

Many of the online classes are taught by practitioners in the LIS field. Some of the adjuncts who teach frequently are

Dez Alaniz
Tara Bannon-Williamson
Bob Bennhoff
Ashley Brown
Katie Bush
Christine Dyar
Lindsay Gypin
Jimena Pena-Sagas
Ellie Svoboda
Sarah Wherling

Affiliate Faculty

DU Office of Teaching and Learning

- Alex Martinez

University Libraries Faculty (Anderson Academic Commons)

- Christopher Brown
- Erin Elzi
- Jack Maness
- Karl Pettitt
- Jeanette Ruiz

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 about 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
- Robin Filipczak, Denver Public Library, Reference Librarian
- Abby Hoverstock, Denver Public Library, Senior Archivist/Librarian
- Michael Levine-Clark, University of Denver, Library Dean
- Joanna Rendon, Pikes Peak Library District, Acting Adult Services Librarian
- Lindsay Roberts, University of Colorado – Boulder, Linguistics and Education Librarian
- David Sanger, Library Educator

Academic Services

For questions related to academic requirements the Academic Services Associate (ASA). The ASA can provide essential assistance with submitting forms related to coursework and in understanding college and university academic policies. However, the LIS faculty member assigned as the Academic Advisor should be the primary resource for decisions related to choice of courses.

PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

All degrees at the University of Denver are accredited through the Higher Learning Commission North Central Association of Colleges and Schools (HLC-NCA). The University Honor Code governs all students and faculty at the University of Denver. In addition, Library and Information Science students are expected to adhere to the academic and professional expectations and standards of the profession, as expressed in the American Library Association Code of Ethics. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Professional Norms and Standards

The Library and Information Science program is accredited through the *American Library Association*, and expects its students and faculty to abide by the *ALA Code of Ethics* and the behavioral norms and standards of the

Association's various divisions. Expectations regarding professional behavior, codified by other professional associations, are also respected and adhered to as appropriate. These include, but are not limited to, the national associations listed below along with their regional and State divisions and chapters:

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

American Library Association Code of Ethics

Adopted June 28, 1997, by the ALA Council; Amended January 22, 2008.

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

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

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

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

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

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

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

National, Regional, and State Associations

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

- 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)
- Association for Information Science and Technology (ASIS&T), <https://www.asis.org>
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, www.reforma.org
- Society of American Archivists (SAA), www.archivists.org
- Society of Competitive Intelligence Professionals (SCIP), www.scip.org
- Special Libraries Association (SLA), www.sla.org
-

Part VI: COMMUNICATION CHANNELS, TECHNOLOGY, TEXTBOOKS

Libschool-I Distributed Email List (EVERY LIS STUDENT MUST SUBSCRIBE)

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

Textbooks

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

Resources

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

APPENDIX A
Year-One Evaluation. Portfolio. Exit Essay. 2022-2023

Year-One Evaluation (18-36 Credits)

Year-One Student Evaluation takes place after a student has completed at least 18 credit hours and before 24 credit hours. In addition to evaluating students' academic progress, primarily through the GPA, their professional development is evaluated. 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.

Students need to submit their self-evaluation essay as an email attachment to their faculty advisors to receive verbal or written feedback. Include your name and page numbers throughout the document.

Please provide your self-evaluation based on the following criteria and support your answers with examples. Each example should be a paragraph.

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 Diversity (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 Instructions

Due Date and Submission

Send an email to your faculty advisor notifying them of the completion of your portfolio and provide any access information, e.g., a URL, a DU Portfolio link, in the sixth week of your last quarter in the program. You may add documents, such as a Capstone Paper, after this time.

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. How many to share? We recommend that you share at least one (desirably more) assignment from each core class. We also encourage you to share the best assignments from your elective courses. Suggested assignments from each core course that you should consider are listed in the following section.
- b. How to decide which assignments to share? 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. What rules to follow in sharing? 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. Are there any formatting suggestions? 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. What should your entries look like? We recommend that, for each entry, you create a brief blurb that will:

- 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);
- Give one-sentence description of the assignment;
- 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.)
- 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 or two major assignments from the following core courses:

- LIS 4000 Foundations of Library, Archival, and Information Science, e.g., Literature Review
- LIS 4010 Organization of Information, e.g., Thesaurus
- LIS 4015 User and Access Services, e.g., Program Plan
- LIS 4040 Management of Information Organizations, e.g., Grant Proposal
- LIS 4050 Library and Information Technologies, e.g., Technology Plan
- RMS 4900 Educational Research and Measurement, e.g., Research Proposal
- LIS 4901 Capstone or LIS 4910 Culminating Internship - 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 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:

- Year One Evaluation Essay
- Coursework Plan
- Exit Essay

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

Exit Essay Instructions

Due Date

By the sixth week of your final quarter in the program. Send as an email attachment to your faculty advisor.

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 B.
Worksheet for Coursework Plan**

This worksheet is for collecting the information that you will submit to the online Coursework Plan:

https://udenver.qualtrics.com/jfe/form/SV_ehyDc4G1ykEJVmB

Student _____ ID# _____
 Student Email _____ Faculty Advisor _____
 Anticipated Graduation Date: _____ (Quarter and Year) _____

| LIS CORE COURSES | Credit Hours | Expected Quarter of Enrollment* |
|--|---------------------|--|
| 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 | |
| Required Credits Total | 22 | |
| ELECTIVES—36 quarter hours | | |
| LIS 4005 Privilege & Equity | 3 | |
| LIS 4011 Info Access & Retrieval | 3 | |
| LIS 4043 Advocacy and Marketing | 3 | |
| LIS 4060 Reference | 3 | |
| LIS 4070 Cataloging & Classification | 3 | |
| LIS 4206 Web Content Management | 3 | |
| LIS 4320 Outreach | 3 | |
| LIS 4321 Collection Management | 3 | |
| LIS 4330 Information Literacy Instruction | 3 | |
| LIS 4510 Children’s Materials and Services | 3 | |
| LIS 4520 Young Adult Materials and Services | 3 | |
| LIS 4610 Career Development | 3 | |
| LIS 4702 Public Libraries | 3 | |
| LIS 4800 Introduction to Archives | 3 | |
| LIS 4810 Digital Libraries | 3 | |
| LIS 4820 Digitization | 3 | |
| | | |
| Elective Credits Needed for Degree Requirements | 36 | |
| Total Credits Needed for MLIS Degree | 58 | |

*The Expected Quarter of Enrollment is simply to construct a sense of the sequence of courses.