

Master of Library and Information Science (MLIS)

Online Program

Student Handbook

2024 – 2025¹



¹ *Handbooks* from the previous years are available on the MCE website (<https://morgridge.du.edu/academic-programs/library-information-science/handbooks-forms>). The applicable *Handbook* corresponds to the academic year in which the student enters the LIS program.

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PART I: OVERVIEW

Welcome to the Program

Welcome to the Library and Information Science (LIS) Online Program in the Morgridge College of Education at the University of Denver! The program offers you a high-quality graduate education, ample opportunities for experiential learning in classes and fieldwork, and the support of outstanding and committed faculty and a broader professional LIS community. Social justice is a core value in our program and our commitment to diversity, equity, inclusion, and accessibility goes beyond theory and is reflected in the program's culture, curriculum, class discussions, faculty research, and student projects. We are committed to the ethical standards of the Library and Information Science profession and the principles of the ALA's Code of Ethics.

This handbook provides detailed information about the LIS Online Master's degree program. Please review all the information contained herein. The Office of Graduate Education (OGE) at DU will use the course requirements outlined in this Handbook when it reviews transcripts and graduation requirements prior to graduation. Students will want to work closely with their advisors to ensure that all program requirements are met. It is important to be aware, though, that students are ultimately responsible for knowing and understanding the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures](#) and the [MCE Policies and Procedures](#).

We look forward to working with you and helping shape your professional career.

On behalf of the LIS faculty,

Krystyna K. Matusiak

RMIS Department Chair

Key Information and Resources

Organizational Structure

The Library and Information Science Program (LIS) is one out of two programs in 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.

MyDU Portal: <https://my.du.edu/>

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

MLIS Denver Online Portfolio: <https://du.digication.com/mlisdenveronline/home>

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

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 located in room 112 of Katherine A. Ruffatto Hall, 303-871- 2588.

MCE.finaid@du.edu.

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*.

Equal Opportunity Institution

The University of Denver 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, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment, and retaliation, and complies with all applicable federal, state, and local laws, regulations, and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please

call the above number or see the website. Students may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and/or issues about access.

Land Acknowledgment

We would like to recognize that the University of Denver and the greater city of Denver reside within the traditional territories of Hinonoeino (Arapaho), Tsitsista (Cheyenne), and Nunt'zi (Ute). We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, the Southern Cheyenne and Arapaho Tribes of Oklahoma, the Southern Ute Indian Tribe, and the Ute Mountain Ute Tribe. We also acknowledge that over 40 different Indigenous nations continue to be in relation with the lands currently called Colorado. Denver is home to many different citizens of Indigenous nations, and we recognize their enduring presence on this land by paying respects to their elders, both past and present. Please take a moment to consider the legacies of violence, displacement, migration, and resettlement that bring us together today and please join us in uncovering such truths at all public events. Now is the time to reflect upon and personally reconcile how the genocidal acts against Indigenous communities intersect with our learning, collaboration, and sharing of knowledge.

Inclusive Learning Environment

In this program, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectations for behavior inside and outside of the classroom.

Communication

Email is the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours (about 2 days), Monday-Friday. Students are encouraged to seek out faculty members during scheduled office hours or by appointment.

General Contact Information

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

Krystyna.Matusiak@du.edu

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

Ashley Brown, Program Manager of the Online MLIS@Denver Program

Ashley.Brown602@du.edu

For assistance with general program support, including student concerns. Ashley can direct your questions to the appropriate parties, especially during the summer quarter.

Matthew Garcia, Academic Services Associate, Morgridge College of Education

Matthew.W.Garcia@du.edu

For assistance related to registration, academic records, graduation application process, and general program 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, 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. Spencer Acadia holds a PhD in sociology and an MA in psychology, as well as an MLS degree. Spencer has been a faculty member in the MLIS program at the University of Denver since 2020; prior to this, he worked for 10 years in academic libraries. Spencer primarily teaches in the online MLIS online program with courses such as research methods, library management, and academic libraries. Spencer's two research interests in which he publishes are: 1) dysfunctional aspects of LIS workplaces and organizations; and 2) LIS in, for, and about the Arctic and North. Spencer recently completed serving 10 years as an officer and member in the International Federation of Library Associations (IFLA) and is a current member of the Polar Libraries Colloquy. More about Spencer and his work can be found on his website: <https://www.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, Ph.D., Certificates in Diversity & Inclusion and Project Management. Associate 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 Connie Van Fleet Award for Research Excellence, Norman Horrocks Leadership Award, and ALISE/Proquest Methodology Paper Award from ALISE; Outstanding Paper and Reviewer Awards from Emerald publisher; and the David Cohen/ EMIERT Multicultural Award from the American Library Association. She serves on the editorial and advisory boards of the *Library Quarterly*, *JELIS*, and *JoLIS*. Her work has been funded by the Institute of Museum & Library Services, Social Sciences & Humanities Research Council of Canada; American Library Association; and U of Denver. 303-871-7923. keren.dali@du.edu

Ruohua Han, MS in Management Science (majoring in Archival Studies), Renmin University of China, China; Ph.D., Library and Information Science, University of Illinois Urbana-Champaign. Assistant Professor. Her research interests are in memory studies, personal archives and archiving, and cultural heritage. She uses human-centric, qualitative methods to explore the diverse ways that people engage with personal archiving in their everyday lives and how cultural institutions can equitably represent and preserve their personal archives. Some of her recent work examines how Chinese parents and children interact with personal archives in contexts of providing or receiving parental guidance. Her research has been published in journals such as *Archival Science*, *Library Trends*, and *Preservation, Digital Technology & Culture* and presented at the ASIS&T Annual Meetings, the iConference, and the Annual Meeting of the Society of American Archivists. 303-871-2295 ruohua.han@du.edu

Krystyna Matusiak, MLIS, Ph.D., University of Wisconsin-Milwaukee. Professor. Dr. Matusiak's areas of research include digital libraries, digitization of cultural heritage materials, visual information, digital curation, community archives, and user studies in the digital environment. She is an author of over 50 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. Her most recent book, *Bridging Research and Library Practice: Global Perspectives on Education and Training*, co-edited with Drs Kawanna Bright and Debbie Schachter was published in 2023. Prior to joining the Library and Information Science program, Dr. Matusiak worked as an academic librarian for 12 years in public services and digitization. She has practical experience in digitization, metadata creation, and building digital collections. Dr. Matusiak teaches classes in information organization, digital libraries, digitization, and scholarly communication. She is an active member of the Association for Information Science Technology (ASIST) and the International Federation of Library Associations (IFLA). She served as Secretary and Chair of the IFLA Library Theory and Research (LTR) Section and currently serves on the editorial board of the *IFLA Journal*. 303-871-6163. krystyna.matusiak@du.edu

Peter Organisciak, PhD in Library and Information Science, U. Illinois, MA in Humanities Computing and Library and Information Studies, U. Alberta. Associate Professor. Prior to University of Denver, Dr. Organisciak held a two-year post-doctoral research position with the HathiTrust Research Center. His areas of research include creativity and AI, large scale text analysis in digital libraries, and data mining. He teaches classes in user and access services, digital humanities, data curation, and scripting for large databases. His work has been funded by the Institute for Educational Studies, Institute of Museum and Library Services, and the National Endowment for the Humanities. 303-871-5785. peter.organisciak@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 2026.

Program Mission

The mission of the DU LIS Program is to prepare the next generation of critical, creative, and reflective LIS leaders who will engage communities to meet the challenges of today's information-rich society and drive meaningful change. The program accomplishes this mission by fostering critical thinking, collaboration, community engagement, and effective and ethical use of technology through education, research, and people-centered service.

Program Goals

It is the goal of the LIS Program to prepare graduates to serve in public, academic, 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:

- Advocate for the values of diversity, equity, inclusion, social justice, and accessibility in libraries, archives, and other information organizations.
- Become critical, innovative, and reflective knowledge providers and creators.
- Grow as innovative researchers by engaging with and leading basic and applied research.
- Support and empower diverse communities in meeting their information, educational, and recreational needs responsively and proactively.
- Promote professional ethical standards and safeguard intellectual freedom, intellectual property rights, fair use, and privacy.
- Build collaborative partnerships with communities of practice in libraries, archives, museums, and related fields to become change agents.
- Contribute to building an informed citizenry to support democratic values.
- Thrive professionally along local practices and international experience.

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, and the Portfolio. As part of the Culminating Experience, students reflect on the program learning outcomes and submit an Exit Essay in the Culminating Internship or Capstone course. Upon completing the program, MLIS graduates are prepared to:

1. Develop an understanding of **historical, present, and emergent aspects of LIS** and their effect on **current** practices.
2. Use LIS **professional values and ethics** for the development of inclusive, accessible, and equitable **services, programs, and resources** in libraries, archives, and other information organizations.
3. Safeguard **intellectual freedom** and resist **ensorship** irrespective of personal views and political agendas.
4. Advocate for and facilitate equitable and open **access** to information.

5. **Engage communities** within and outside of LIS organizations based on the principles of professional **empathy, equity, inclusion, and accessibility**.
6. **Develop the skills to communicate effectively and with cultural humility in diverse professional** and community settings.
7. Communicate the value of **foundational, digital, and information literacy** for informed citizenry and inclusive societal participation.
8. Demonstrate a commitment to **lifelong learning and service** to communities and the LIS profession.
9. Acquire foundational knowledge of **administration and management** of **diverse** information organizations.
10. Apply the fundamental principles of **information organization and access** in various formats and environments, emphasizing digital information and resources.
11. Become proficient and ethical educators, managers, and creators of **technology** and **data**.
12. Engage in the critical evaluation and production of basic and applied **research**, supporting the values of research-to-practice and knowledge advancement.

Part II: MLIS PROGRAM REQUIREMENTS AND ADVISING

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.

The program provides a Course Planning Toolkit with Specialization Guidesheets intended to help students select 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 Appendix 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 may select their own sites, following a consultation with the Placement Team and program manager. Under certain conditions, students may complete their internship at their workplace. Some locations are more selective than others and may require formal application procedures.

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 are required to contact their academic advisor and the program manager at least two quarters before registering for the course. The faculty advisor verifies that a student meets the requirements to enroll in the CI. The *Internship Handbook* is available on the MCE website (<http://morgridge.du.edu/handbooks-forms/>).

The Capstone - LIS 4901 Capstone (3 credits) is 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 careers. 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.

Students become eligible for the CI after they have completed all core courses and accumulated a total of 38 credits. Students considering the Capstone option must consult with their academic advisor at least two quarters before the Capstone is taken. The *Capstone Handbook* is available on the MCE website (<http://morgridge.du.edu/handbooks-forms/>). **LIS 4901 Capstone course is only offered in the Spring quarter.**

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 (Libraries, Information and Society) and LIS 4015 (User & Access Services) should be taken in the first quarter of the program. However, other core courses may be 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 onsite 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 online program can take up to six courses (19 credits) from the onsite program; similarly, onsite students can take up to six courses (19 credits) from the online program. Enrollment in the onsite 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 Matthew Garcia, Academic Services Associate for MLIS@Denver (matthew.w.garcia@du.edu). If the process is not initiated in a timely fashion,

students may not be able to enroll in onsite 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.

Advising Overview

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

To schedule meetings with your Academic 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. Krystyna Matusiak, Dr. Spencer Acadia, or Ashley Brown if their Academic Advisor is not available.

Academic Advising

Before beginning the program, all students are assigned a faculty advisor. Advisors can assist in selecting coursework, conducting research, and planning a career trajectory.

- 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 Degree Audit function.
- 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 required to meet with their academic advisor in the first quarter of the program 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.
 - 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.
- If students miss a quarter of continuous enrollment, other than summer, they should inform their advisor and complete any necessary paperwork.

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

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 Academic Advisor during the first quarter in the program. A Coursework Plan Worksheet, found in the Appendix, is a good tool to use for drafting your Coursework Plan before meeting with your Academic Advisor.

After that discussion with your Academic 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 an 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 typically arranged with your Academic Advisor.

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 Academic Advisor.

Grade Requirements and Timelines

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 'C' 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.

Academic Probation

Students with a grade point average below 3.0 will be placed on academic probation, provided a remediation plan, and given three quarters to improve their grades with the opportunity to get off probation prior to dismissal. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

For a comprehensive description of situations that warrant probation, dismissal, and termination, please refer to the Graduate Bulletin's description of [Academic Standards](#).

Timelines

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

Master's candidates – five years

Incomplete Grades

An Incomplete "I" is a temporary grade that may be given at the instructor's discretion. It is intended for students who face extenuating circumstances — e.g., a sudden illness, necessary absence, or other events beyond their control — that prevent the completion of course requirements by the end of the academic term. For specific guidelines, review the Office of the Registrar's [Incomplete Grade Policy](#). Please note that an Incomplete is not a substitute for a failing grade. You must email your Instructor and copy your Academic Advisor before the end of the quarter if you are requesting an Incomplete.

Additional Degree Requirement: In their final year in the program, all students are expected to complete an online Portfolio as a non-graded 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 it during the final quarter. The Portfolio should be presented/submitted to the Academic Advisor, via DU Digation (<https://du.digation.com/app/>) or another web authoring platform no later than week 6 of the last quarter in the program. The guidelines for creating and formatting Portfolios are in the Appendix.

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)
- **Social Justice Librarians**

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:

Dez Alaniz

Tara Bannon-Williamson

Bob Bennhoff

Ashley Brown

Katie Bush

Joshua Davies

Nicolle Davies

Christine Dyar

Lindsay Gypin

Takiyah Jemison

Glenn Koelling
Theresa Liguori
Wesley Peck
Leigh Ramey
Janette Ruiz
Jimena Pena-Sagas
Erica Schimmel
Kate Thornhill
Miriam Tuliao
Katy Walker
Sarah Werling

Affiliate Faculty

DU IT Custom Service

- Josh Davies

DU Office of Teaching and Learning

- Alex Martinez

University Libraries Faculty (Anderson Academic Commons)

- Christopher Brown
- Nina L. McHale
- Karl Pettitt
- Elia Trucks

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

- Melissa De Santis, Director, The Strauss Health Sciences Library, University of Colorado Denver
- Robin Filipczak, Denver Public Library, Reference Librarian
- Martin Garnar, Director of the Library, Amherst College
- Abby Hoverstock, Denver Public Library, Senior Archivist/Librarian
- Aly Jabrocki, Director & State Archivist at State of Colorado
- Michael Levine-Clark, University of Denver, Library Dean
- Thea Lindquist, University of Colorado Boulder Libraries, Executive Director, Center for Research Data and Digital Scholarship
- Matthew Mayernik, Project Scientist and Research Data Services Specialist, National Center for Atmospheric Research (NCAR) Library

- Robert H McDonald, Dean of University Libraries University of Colorado Boulder Libraries
- Sharon Morris, Colorado State Library, Public Library Leadership Principal Consultant
- Julianne Rist, Director of Public Services, Jefferson County Public Libraries
- Lynn Silipigni Connaway, Executive Director, Research OCLC

Academic Services

For questions related to academic requirements, the Academic Services Associate (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 Faculty 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, 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 staff.

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)
 - Core: Leadership, Infrastructure, Futures (CORE) 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: TECHNOLOGY RESOURCES

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.

Technology Resources

University of Denver students have access to a wide range of technology resources at no additional cost. Students can install Microsoft Office and use other Microsoft resources such as Teams and OneDrive on their school account.

- Student Resources page from the Information Technology department provides a list of resources available to students: <https://www.du.edu/it/student-resources> .
- Creativity software, Adobe Creative Cloud is available to students. The information about the student license to Adobe Creative Cloud is available at: <https://www.du.edu/it/services/software/adobe-creative-cloud>
- Academic software page includes information about other types of software and assistive technology available to students: <https://www.du.edu/it/services/software/software-for-students>

Computer Lab in the College

A computer lab is available for Morgridge College of Education students in 210 Ruffatto Hall. Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available; please check the schedule. The lab is closed on holidays.

APPENDIX A

Portfolio 2024-2025

Due Date and Submission

Send an email to your Academic Advisor notifying them of the completion of your Portfolio and provide any access information, e.g., a URL, a DU Digication Portfolio link, by the sixth week of your last quarter in the program. You may add documents, such as a Culminating Internship or Capstone paper, after this time.

Program Portfolio Instructions

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 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 can use [Digication](#), an e-portfolio tool provided by the University of Denver or choose a different platform (e.g., Wix, WordPress, Google Sites, etc.). Important: make an informed decision about which platform to use and inquire into the privacy and data mining practices of the provider. The template for developing a Portfolio in Digication is available at: <https://du.digication.com/lis-portfolio-template/home/published>

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) 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. 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 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 a one-sentence description of the assignment.
 - Outline two-three most important things that you 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 Libraries, Information and Society [formerly 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 Advisor but Not Included in Your Portfolio**
Please make sure to share an updated Coursework Plan with your advisor and send a copy to the Academic Services Associate.

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 Library, Info and Society	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.

APPENDIX C

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 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 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.

Types of Courses	Credits	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
Core Courses--22 credit hours		X	X	X	X	X
LIS 4000 Libraries, Information and Society	3	X	X	X	X	X
LIS 4010 Organization of Information	3	X	X	X	X	X
LIS 4015 User and Access Services	3	X	X	X	X	X
LIS 4040 Management in Information Organizations	3	X	X	X	X	X
LIS 4050 Library & Information Technologies	3	X	X	X	X	X
RMS 4900 Education Research and Measurement	4	X	X	X	X	X
LIS 4910 Culminating Internship <i>Prerequisite: Minimum of 38 credits of LIS graduate coursework, including ALL core courses.</i>	3	X	X	X	X	X
OR						
LIS 4901 Capstone <i>Online—Spring quarter only</i> <i>Prerequisite: Minimum of 38 credits of LIS graduate coursework, including ALL core courses.</i>	3	X	X	X	X	X
ONLINE ELECTIVES—36 credit hours						
LIS 4005 Privilege & Equity	3	X	X	X	X	X
LIS 4011 Info Access & Retrieval	3	X		X		
LIS 4043 Advocacy and Marketing	3	X			X	X
LIS 4060 Reference	3	X			X	
LIS 4070 Cataloging & Classification <i>Prerequisite: LIS 4010 or Instructor Approval</i>	3	X		X		
LIS 4206 Web Content Management	3	X	X	X	X	
LIS 4320 Outreach	3				X	X
LIS 4321 Collection Management	3	X			X	X
LIS 4330 Information Literacy Instruction	3	X			X	X
LIS 4510 Children's Materials and Services	3				X	X
LIS 4520 Young Adult Materials and Services	3				X	X
LIS 4610 Career Development	3					

LIS 4702 Public Libraries	3				X	X
LIS 4800 Introduction to Archives. <i>Prerequisites: LIS 4000 and 4010 or Instructor Approval</i>	3		X	X		
LIS 4810 Digital Libraries	3	X	X	X	X	
LIS 4820 Digitization	3	X	X	X	X	
ADDITIONAL ONLINE ELECTIVE OPTIONS						
LIS 4135 Scholarly Communication <i>Hybrid--Every year</i>	3	X				
LIS 4209 Information Architecture <i>Online--Every other year</i>	3	X		X	X	
LIS 4210 Data Visualization <i>Hybrid--Every year</i>	3	X		X		
LIS 4355 The Reading Experience in LIS <i>Online--Every year</i>	3	X			X	X
LIS 4404 Metadata Architecture <i>Prerequisite: LIS 4010 or Instructor Approval</i> <i>Online--Every year</i>	3		X	X		
LIS 4805 Records Management <i>Online--Every other year</i>	3		X			
LIS 4850 Digital Preservation <i>Hybrid--Every other year</i>	3	X	X	X		
LIS 4702 Academic Libraries <i>Online--Every other year</i>	3	X				X
RECOMMENDED ONSITE ELECTIVES FOR SPECIALIZATIONS						
LIS 4208 Usability <i>Onsite--Every other year</i>	3	X		X	X	
LIS 4220 Data Curation <i>Onsite--Every year</i>	3	X	X	X		
LIS 4230 Database Management Systems <i>Onsite--Every year</i>	3			X		
LIS 4235 Scripting for Large Databases <i>Onsite--Every year</i>	4			X		

LIS 4700 Serving Diverse Communities <i>Online--Every year</i>	3				X	X
LIS 4370 Database Searching <i>Onsite--Every other year</i>	2	X			X	
LIS 4806 Advanced Archives <i>Onsite--Every other year</i>	3		X			