

Master of Library and Information Science (MLIS)

Student Handbook 2026-2027 ¹

On-Site and Online (MLIS@Denver) Programs



This handbook serves students in both delivery modes of the MLIS degree: the on-site program and the fully online MLIS@Denver program. Policies and requirements apply to both programs unless a section is explicitly marked **Online program** or **On-site program**.

This handbook provides program-specific information and complements the policy outlined in the MCE Student Handbook, which applies to all students in the College.

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.

Welcome to the Program

Welcome to the Library and Information Science (LIS) 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. We are committed to serve the broad needs across all library types, which is reflected in the program's culture, curriculum, class discussions, faculty research, and student projects. We are also 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 Master's degree program. Please review all the information contained herein, as well as the accompanying college-wide handbook.

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

On behalf of the LIS faculty,

Peter Organisciak

RMIS Department Chair

Library & Information Science Program Key Information and Resources

Katherine 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.

MyDU: <https://my.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

Program Portfolio Sites: A great deal of information about our MLIS program is in these sites. Course syllabi, handbooks, faculty bios, and much more. *Recommended to keep bookmarked.*

- **On-site program:** <https://du.digication.com/library-and-information-science-program>
- **Online program (MLIS@Denver):**
<https://du.digication.com/mlisdenveronline/home>

Canvas:

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

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Preface

The *Master of Library and Information Science (MLIS) Student Handbook* provides 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/academic-and-student-support-services-policies-and-procedures/> and the MCE Student Handbook found here: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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.

PART I: OVERVIEW

General Contact Information

The following staff and faculty work closely together to provide support for student success. There will be some questions that one contact will refer to another, and vice versa.

Dr. Peter Organisciak, Associate Professor; Research Methods & Information Science
Department Chair

Peter.Organisciak@du.edu

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

Matthew Garcia, Academic Services Coordinator, Morgridge College of Education
Matthew.W.Garcia@du.edu

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

Student's Faculty/Academic Advisor (assigned upon admission)

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.

Online program students also work with:

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

Ashley.Brown602@du.edu

For assistance with matters related to the MLIS@Denver Online Program including curriculum, classes, and student concerns. Ashley can direct your questions to the appropriate parties, especially during the summer quarter.

Student Success Advisor (assigned when deposit is received)

Your first point of contact for questions and concerns relating to the Online LIS Program and support for success/engagement in the program through coaching. For most questions, the Student Success Advisor is a good starting point.

Summer Quarter Support: Some faculty members are on nine-month contracts during the regular academic year. During the summer, students may need to work with either the department chair (Dr. Peter Organisciak), Dr. Spencer Acadia, or Ashley Brown if their Faculty Advisor is not available; online program students may also contact Sarah Werling or Lindsay Gypin.

Library and Information Science Faculty, Advisors, and Staff

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

Spencer Acadia, Clinical Assistant Professor. 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. Spencer Acadia holds a PhD in sociology, as well as master's degrees in both psychology and library science. Spencer has been a full-time faculty

member at DU since 2020. Before that, he spent 10 years as an academic librarian, during which he also taught psychology and sociology courses as an adjunct instructor. At DU, Spencer regularly teaches RMS 4900, LIS 4040, LIS 4330, and LIS 4702: Academic Libraries. Spencer was an active member of the International Federation of Library Associations (IFLA) for 12 years, holding several leadership positions within the organization. As of 2022, he has been an active member of the Polar Libraries Colloquy (PLC). Indeed, one of Spencer's research interests is in the intersection of LIS and polar studies, especially related to the Arctic and Arctic-adjacent areas. Spencer's second research interest is studying libraries as dysfunctional organizations and workplaces. More about Spencer and his work is available via his website: <https://www.spenceracadia.com>. spencer.acadia@du.edu

Ruohua Han, Assistant Professor. 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, Professor. 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, she worked as academic librarian for 12 years in public services and digitization. She has practical experience in digitization, metadata creation, and building digital collections. She 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 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, Associate Professor and Department Chair. 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 National Science Foundation, Institute for Educational Studies, Institute of Museum and Library Services, and the National Endowment for the Humanities. 303-871-5785. peter.organisciak@du.edu.

Staff in the Library and Information Science Program include:

Ashley Brown, Program Manager of the Online MLIS@Denver Program. MLIS with a concentration in Youth Services, Simmons University; MA in Children's Literature, Simmons University; MA in English, Boston University. Ashley comes from a youth services background in public libraries and primary areas of her conference presentations include meeting community needs through data informed outreach practices, youth engagement in library programming and collections, and inclusive user experience (UX) for all ages.

Ashley.Brown602@du.edu.

Matthew Garcia, Academic Services Coordinator. Currently an MLIS student at the University of Denver with a concentration in Research Methods and Statistics. He holds a BA in Communications with a concentration in Media Literacy from the University of Wisconsin-Parkside. Matthew has a background in academic libraries through his work at the University of Miami Law Library and also has experience in website development.

Matthew.W.Garcia@du.edu.

Lindsay Gypin, Academic Support Specialist of the Online MLIS@Denver Program. MLIS with Research Data Management concentration, University of Denver; MA in School Library Education, University of Northern Colorado; BA in English Education. Lindsay brings diverse experience spanning K-12 librarianship, public librarianship, and higher education, including roles as a school librarian, access services manager, and reference librarian. She currently works as Data Librarian and Senior Project Manager at the University of Michigan's Survey Research Center, where she manages the National Neighborhood Data Archive. Her research interests focus on open data, scholarly communications, and data management. Lindsay has been teaching in the MLIS program since 2022, currently instructing Career Development and Privilege and Equity. She serves as a peer reviewer for Scientific Data. Lindsay.gypin@du.edu

Sarah Werling, Academic Support Specialist of the Online MLIS@Denver Program. MLIS with a concentration in digital librarianship. She earned her BA in Art History with a minor in Museum Studies and Gallery Management. Sarah is an experience library and information professional with a demonstrated history of working in museums, archives, libraries, and higher education. She is skilled with database management, metadata standards, critical cataloging, digitization best practices, and providing references services. Her published research focuses on rights management and digital collections metadata.

Sarah.Werling@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 2026 and

resulted in the Program receiving re-accreditation for 7 years. The next review is scheduled for 2033.

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:

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

Student Learning Outcomes

Program-Level Student Learning 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 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 **censorship** 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.

The MLIS Program-Level Student Learning Outcomes (P-SLOs) have been specifically designed to relate and connect to the [American Library Association's \(ALA\) Core Competencies](#). In curriculum development, faculty consider their Course-Learning Outcomes in relation to these Program-Level Student Learning Outcomes (P-SLOs) and to the ALA Core Competencies.

PART II: LIS PROGRAM REQUIREMENTS

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. Degree requirements can be found in the Graduate Bulletin:

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/>

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. There are two optional concentrations in the program: *Research Data Management* (offered through the on-site program) and the *Academic Libraries Concentration* (offer in both on-site and online modalities).

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

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

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

Online program: 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

IMPORTANT PLANNING REQUIREMENT: Students must begin planning for a Culminating Internship or Capstone at least two quarters before they plan to register for the course. Both LIS 4910 Culminating Internship and LIS 4901 Capstone require that the student has completed at least 38 credits and all other core courses prior to registration.

Students should consult with their academic advisor to decide which option is right for them. Only an overview of these two options is provided in this handbook. Consult the specific *Culminating Internship Handbook* and/or the *Capstone Handbook* for important additional details and timelines.

LIS 4910 Culminating Internship (CI) is a supervised opportunity that provides academic credit and experiential learning. This applied experience prepares students to begin entry- and mid-level positions within an information environment. It is expected that most students in the MLIS program will complete the CI, even those with previous or current library or archives experience.

Students may identify their own site, 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.

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.

Individual meetings with the Faculty Supervisor are also recommended throughout the term and there is a virtual Site Visit component.

Enrollment in the CI requires that the student has completed all core courses and a minimum of 38 credits. Most students do the CI during the last one or two quarters before graduation.

The Culminating Internship Handbook is available at <https://morgridge.du.edu/academic-programs/library-information-science/handbooks-forms>. Students are required to contact their Faculty Advisor (online students should also contact Online Program Manager) two quarters before registering for the course. LIS 4910 Culminating Internship totals 3 credits, and should include at least 75 hours of time working with the site.

On-site Program: LIS 4910 Culminating Internship is typically offered in the Spring Quarter in the on-site program. It includes three weeks of classes in addition to the internship requirements.

Online Program: LIS 4910 Culminating Internship is typically offered in Winter, Spring, and Summer in the online program. The LIS 4910 Culminating Internship course includes asynchronous material and three live class meetings during the term.

LIS 4901 Capstone is an option for students who have substantial library or archives experience at a supervisory level and who expect to continue their professional path in the

same or a similar organization. In addition, the Capstone is a suitable option for students who expect to conduct research in their professional career, such as those in academic libraries, or pursuing a PhD. 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.

Capstones are supervised by the Faculty Instructor of the LIS 4901 course. There is typically no associated course, though with enough Capstone interest one may be added to encourage cohort learning. Any human subjects data collection may involve requesting Institutional Review Board (IRB) approval and that process usually takes at least four weeks. Talk with your advisor early if you are interested in a capstone.

The *Capstone Handbook* is available at <https://morgridge.du.edu/academic-programs/library-information-science/handbooks-forms>. **Students are required to contact their Faculty Advisor and the Faculty Instructor two quarters before completing their capstone.**

LIS Courses

MLIS Core Courses (22 credits)

Students are encouraged to 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, and LIS 4010 should be taken in the second quarter. However, other core courses may be taken in any order and can be combined with electives.

The list of courses required for the MLIS is in the Registrar's Course Bulletin: <https://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/researchmethodslibraryscience/#programofstudyttext>

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.

Differentiating Modalities

The MLS@DU Online Program is comprised of a mix of asynchronous material (recorded lectures, activities) and synchronous material. The On-site program is primarily synchronous.

The two programs use course management systems at different locations. Courses for the Onsite program are at <https://canvas.du.edu>; courses for the online MLIS@DU are at <https://digitalcampus.instructure.com>.

Sometimes, on-site classes are taught remotely or in a hyflex modality, with students both on-location and virtually. This is done for various reasons. Sometimes it allows the class to be taught by an expert from a different part of the country. Most commonly, it is to open access, allowing online modality students to take classes that are not part of their program. Unlike the MLIS@DU courses, these classes are fully synchronous – a 2h20 weekly session for a 3 credit hour class – and use the course management system of the onsite program.

Selecting a course from the other delivery mode

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 MLIS@Denver program can take up to six courses (max 19 credits) from the onsite program; similarly, onsite students can take up to six courses (max 19 credits) from the online MLIS@Denver program. Enrollment in classes from the other delivery mode requires a separate registration. If you are interested in taking a class from the other program, please check with your Faculty Advisor. If the process is not initiated in a timely fashion, students may not be able to enroll in those courses.

In addition to the LIS elective courses, students may also choose graduate-level electives within the MCE or other programs at DU, with some exceptions. Please refer to the MCE Student Handbook for more information, and discuss with your Faculty Advisor.

Portfolio

The Portfolio is a key part of your degree, just like your coursework, and part of how we are able to evaluate your readiness to enter the profession.

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.

The Portfolio should be presented/submitted to the Faculty/Academic Advisor, via DU Digication (<https://du.digication.com/app/>) no later than week 6 of the last quarter in the program. The guidelines for creating and formatting Portfolios are in Appendix A.

Academic Libraries Concentration

The Academic Libraries concentration provides an area of emphasis within the 58-credit MLIS degree for students interested in pursuing a career in academic librarianship. The concentration prepares future academic librarians for various roles, from providing instructional and research support to faculty and students to managing institutional repositories. At many institutions of higher education, academic librarians in tenure-track positions are expected to conduct research, present at conferences, and publish in peer-reviewed journals. The proposed concentration provides the essential skills and knowledge for the academic library professional roles and prepares future researcher-practitioners for conducting research and evidence-based library practice.

With the Library and Information Science (LIS) program, you will engage with courses such as Academic Libraries, Scholarly Communication, and Info Literacy Instruction. In addition to the 22 credits in the core, the concentration requires 25 credits in coursework relevant to academic libraries and research training. Students are required to take a 4-credit course in research methods, RMS 4910 Introductory Statistics or RMS 4941 Introduction to Qualitative Research, and a 3-credit course on research in LIS. The courses are part of the LIS curriculum and are primarily taught by the core faculty.

Note for online program students: A few courses in the Academic Libraries Concentration are offered in a different modality than the typical MLIS@Denver online course: either hyflex, combining in-person and online learning, or fully synchronous online lectures. These include Scholarly Communication, Data Curation, and the RMS courses.

The list of courses required for the Academic Libraries concentration is in the Registrar's Course Bulletin:

<https://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/researchmethodslibraryscience/#programofstudyttext>

Research Data Management (RDM) Concentration

[On-site only] The MLIS concentration in RDM responds to the emerging need for well-trained information professionals to support the research data lifecycle in the areas of scholarly communication, open access, copyright, and research data management, providing coursework in information science and research methods and statistics. It prepares information professionals to manage research data at academic libraries, research service centers, research centers, government agencies, and non-for-profit organizations. Dr. Peter Organisciak (peter.organisciak@du.edu) is the primary contact for this concentration. Please see Appendix F for the RDM Coursework Plan.

The list of courses required for the RDM concentration is in the Registrar's Course Bulletin: <https://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/researchmethodslibraryscience/#programofstudyttext>

Research Data Management (RDM) Certificate

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

The list of courses required for the RDM certificate is in the Registrar's Course Bulletin: <https://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/researchmethodslibraryscience/#programofstudytext>

Advising Overview

The Faculty/Academic Advisor and Academic Services Coordinator (and, for online students, the Student Success Advisor and Program Manager) work closely together to provide support for student success. There will be some questions that one will refer to another, and vice versa. For most questions, online students will find the Student Success Advisor a good starting point.

To schedule meetings with your Faculty/Academic Advisor, contact them directly. Some faculty use a web-based scheduling tool, others prefer arranging meetings through email. Some faculty members work on nine-month contracts during the regular academic year. If your advisor is not available in the summer, reach out to the Online Program Lead, Ashley Brown.

Advising Guidelines and Milestones

Refer to the MCE Student Handbook on details pertaining to academic advising, progress tracking, student expectations, and leaves of absence. To track credits and course grades, use the Degree Audit function at MyDU (<https://my.du.edu>).

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.

Milestones

In the LIS Program, students are required to meet with their Faculty/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 and provides an overview of the program.

Subsequent meetings are at the discretion and need of the student. It is suggested that students meet with their Faculty/Academic Advisors at least once a year and check in as frequently as needed to get advice on course selection, adjusting their Coursework Plan, Culminating Internship vs. Capstone issues, career-related matters, and so on.

The University of Denver Registrar's website contains the official and most current course descriptions. Available at: <https://bulletin.du.edu/graduate/coursedescriptions/lis/>

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 Faculty Advisor. Refer to the MCE Student Handbook for more information.

Independent studies can technically be supervised by adjunct faculty, with approval. However, most are supervised by core faculty, as it is not part of an adjunct's job duties. The best place to start is with your Faculty Advisor.

Grade Requirements and Timelines

As per MCE policy, a grade of C or better is required in each course for it to count toward your degree. Core classes with a lower grade must be retaken; electives can be retaken, but are not required. DU has a limited Grade Replacement policy that allows some retaken classes to replace the original grade; refer to the University's policies and procedures for details.

Note while the per-course minimum is a C, The University of Denver policy for graduate programs expects that your overall grade point average does not fall below 3.0 (B). Students with a GPA below 3.0 are put on academic probation; refer to the MCE Student Handbook for details.

Timelines

Masters-level students at Morgridge must complete their degree in five years.

PART III: STUDENT GROUPS, ADJUNCT INSTRUCTORS, 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.

For more information, visit <https://du.digication.com/library-and-information-science-program/student-organizations> (on-site program site) or <https://du.digication.com/mlisdenveronline/lis-student-organizations> (online program site).

LIS Student Groups

Student group involvement is led by students. There may be ebbs and flows in which groups are more active any given year. We encourage students to participate in student groups, as well as stepping into active leadership roles.

Student groups serve both onsite and online students, and we strongly encourage participation from both.

- **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)
- **Social Justice Librarians**

University Libraries Faculty

The librarians below work closely with LIS students or teach in the program.

- **Nina McHale**, Associate Dean for Student & Scholar Services
- **Chris Brown**, Reference Technology Integration Librarian
- **Bridget Farrell**, Coordinator of Instruction and Reference Services
- **Karl Pettitt**, Coordinator of Cataloging & Metadata Services
- **Elia Trucks**, Arts and Humanities Librarian
- **Kate Crowe**, Curator of Special Collections & Archives

- **David Fasman**, Curator of The Beck Archives

Library and Information Science Adjunct Instructors

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.

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

- Tara Bannon-Williamson
- Bob Bennhoff
- Jimena Breton
- Chris Brown
- Ashley Brown
- Katie Bush
- Josh Davies
- Christine Dyar
- Lindsay Gypin
- Takiyah Jemison
- Alex Martinez
- Karl Pettitt
- Janette Ruiz
- Kate Thornhill
- Miriam Tuliao
- Katy Walker
- Sarah Werling

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, Senior Vice Provost and Director of the University of Texas Libraries
- Sharon Morris, Colorado State Library, Public Library Leadership Principal Consultant
- Joanna Rendon, Pikes Peak Library District, Director of Young Adult Service
- Julianne Rist, Director of Public Services, Jefferson County Public Libraries
- Lynn Silipigni Connaway, Former Executive Director, Research OCLC

Academic Services

For questions related to academic requirements, the Academic Services Coordinator (ASC) 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 /Academic Advisor should be the primary resource for decisions related to choice of courses.

PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

Refer to the MCE Student Handbook for details on student expectations and the University Honor Code.

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)

Read the ALA Code of Ethics at <https://www.ala.org/tools/ethics>

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

APPENDIX A: Portfolio Instructions

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 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.

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 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.) 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**
 1. 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.
 2. 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).
 3. 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.
 4. 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.

5. 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-two major assignments from the following core courses:

- - LIS 4000 Foundations of Library, Archival, and Information Science
 - LIS 4010 Organization of Information
 - LIS 4015 User and Access Services
 - LIS 4040 Management of Information Organizations
 - LIS 4050 Library and Information Technologies
 - RMS 4900 Educational Research and Measurement
 - The outcome of your internship or capstone

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

1. **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.
2. **Note: Materials to Be Shared with Your Advisors 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.

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

APPENDIX B: MLIS Coursework Plan (2025-2026)

Online program: 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: _____

LIS CORE COURSES	Credit Hours	Expected Quarter of Enrollment ²
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	
Core Total	22	
ELECTIVES — 36 quarter hours	Credit Hours	Expected Quarter of Enrollment
Elective Credits Needed for Degree Requirements	36	
Total Credits Needed for MLIS Degree	58	

Student Signature: _____ Date: _____

Advisor: _____ Date: _____

² The Expected Quarter of Enrollment is simply to construct a sense of the sequence of courses. It is for planning and does not commit you to that specific sequence.

APPENDIX C: Library and Information Science Courses (On-Site Program)

This appendix describes when courses in the On-Site MLIS program are typically offered. Use it for planning purposes — it is not a guaranteed schedule. Courses may be added, moved, or cancelled due to instructor availability, enrollment, program needs, or other circumstances.

Confirmed course offerings are listed in DU Banner Student Self-Service (log in and navigate to Student > Registration > Look up Classes). Course descriptions are available in the DU Bulletin: <https://bulletin.du.edu/graduate/coursedescriptions/lis/>

An asterisk (*) denotes a core required course. Students complete either LIS 4901 Capstone or LIS 4910 Culminating Internship as their culminating experience. Courses are 3 credits unless otherwise noted.

Typical Scheduling Cadence

The on-site program follows a two-year rotating cycle. For each course, the table shows the quarter in which it is typically offered and whether that offering rotates:

- **Every year** — offered every year in that quarter.
- **Year 1** — offered in odd-ending academic years only (e.g., 2026-27, 2028-29).
- **Year 2** — offered in even-ending academic years only (e.g., 2025-26, 2027-28).

For example, to see what will likely be offered in the 2026-2027 academic year (a Year 1 year), look at the “Every year” and “Year 1” entries.

Course	Fall	Winter	Spring
LIS 4000 — Libraries, Information and Society*	Every year		
LIS 4010 — Organization of Information*		Every year	
LIS 4015 — User and Access Services*	Every year		
LIS 4040 — Management of Information Organizations*			Every year
LIS 4050 — Library and Information Technologies*			Every year
LIS 4060 — Reference		Every year	
LIS 4070 — Cataloging and Classification	Year 1		
LIS 4135 — Scholarly Communication	Every year		
LIS 4206 — Web Content Management		Year 2	
LIS 4208 — Usability		Year 1	
LIS 4209 — Information Architecture	Year 2		
LIS 4210 — Data Visualization	Every year		
LIS 4220 — Data Curation		Every year	
LIS 4230 — Database Management Systems		Year 2	
LIS 4235 — Scripting for Large Databases (4 credits)			Year 1
LIS 4321 — Collection Management	Every year		
LIS 4370 — Database Searching (2 credits)		Year 2	
LIS 4404 — Metadata Architectures			Every year
LIS 4510 — Children’s Materials and Services	Year 2		

Course	Fall	Winter	Spring
LIS 4520 — Young Adult Materials and Services	Year 1		
LIS 4702 — Academic Libraries		Every year	
LIS 4800 — Introduction to Archives		Every year	
LIS 4805 — Records Management		Year 2	
LIS 4806 — Advanced Archives			Year 1
LIS 4810 — Digital Libraries	Every year		
LIS 4820 — Digitization		Year 2	
LIS 4850 — Digital Preservation			Every year
LIS 4900 — LIS Research		Year 1	
LIS 4910 — Culminating Internship*			Every year

On-site courses are limited in the Summer quarter; consult Banner for available offerings. RMS 4900 Education Research & Measurement* is available throughout the year through the on-site Research Methods & Statistics program, with a library-focused section also offered online every quarter.

Prerequisites: LIS 4040 requires LIS 4000; LIS 4060 requires LIS 4000; LIS 4070 requires LIS 4010; LIS 4404 requires LIS 4010; LIS 4800 requires LIS 4000 and LIS 4010 (or instructor approval in each case).

Variable and As-Needed Courses

- LIS 4901 Capstone (3 credits) — offered as needed; see Part II. *Prerequisite: minimum of 38 credits including ALL core courses, proposal approved by academic advisor, and faculty permission.*
- LIS 4902 Internship (1-4 credits, variable) — offered every year. *Maximum of 4 credits.*
- LIS 4920 Service Learning in Library & Information Science (1-4 credits) — every quarter with instructor permission. *A minimum of 75 hours of service is required for 3 credits. LIS students are limited to a total of ten credits of combined LIS 4991 Independent Study and LIS 4920 Service Learning.*
- LIS 4991 Independent Study (1-10 credits) — every quarter with instructor permission. *Subject to the same ten-credit combined limit.*
- LIS 4992 Directed Study (1-10 credits) — variable.
- LIS 4700 Special Topics in Library & Information Science (1-5 credits, variable) — offered occasionally; let your advisor know if you are interested. Recent and upcoming offerings: AI in the Information Age (3 credits, Spring 2026); Beyond Banned Books (1 credit, Spring 2026); Community Archives (1 credit, Spring 2026); Personal Archiving (1 credit, Spring 2027).
- LIS 4701 Reference Topics (1 credit each) — offered every year.

Courses Primarily Offered in the Online Program

On-site students may cross-register for up to six courses in online courses (see “Selecting a course from the other delivery mode” in Part II for details and deadlines):

- LIS 4005 — Privilege & Equity

- LIS 4011 — Information Access and Retrieval
- LIS 4043 — Advocacy & Marketing
- LIS 4320 — Outreach
- LIS 4330 — Information Literacy Instruction
- LIS 4610 — Career Development
- LIS 4702 — Public Libraries

Other Morgridge College of Education Course Offerings

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

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

Other University of Denver Course Offerings

Students can select other graduate level courses offered at the University of Denver. Examples of programs include Anthropology, Art History, Computer Science, Museum Studies, or Social Work. Various classes are available on a space-available basis. The selection of courses outside the LIS program must be approved by the student's advisor. A student can take up to 8 credits outside the LIS and MCE programs.

APPENDIX D: Typical Course Schedule (Online Program)

The following table shows the typical course offering schedule throughout the academic year. Please note that this schedule is provided for informational purposes only and may change due to varying circumstances such as enrollment, demand, and instructor availability. Even when scheduled, under-enrolled classes may be cancelled.

Course	Autumn	Winter	Spring	Summer
LIS 4000 - Libraries, Information and Society	✓	✓	✓	✓
LIS 4005 - Privilege & Equity	✓	✓	✓	✓
LIS 4010 - Organization of Information	✓	✓	✓	✓
LIS 4011 - Information Access and Retrieval	✓		✓	
LIS 4015 - User and Access Services	✓	✓	✓	✓
LIS 4040 - Management of Information Organizations	✓	✓	✓	✓
LIS 4043 - Advocacy & Marketing	✓		✓	
LIS 4050 - Library & Information Technologies	✓	✓	✓	✓
LIS 4060 - Reference	✓	✓	✓	✓
LIS 4070 - Cataloging & Classification	✓	✓	✓	✓
LIS 4206 - Web Content Management	✓	✓	✓	✓
LIS 4320 - Outreach		✓		✓
LIS 4321 - Collection Management	✓	✓	✓	✓
LIS 4330 - Information Literacy Instruction	✓	✓		✓
LIS 4510 - Children's Materials and Services	✓		✓	
LIS 4520 - Young Adult Materials and Services		✓		✓
LIS 4610 - Career Development	✓	✓	✓	✓
LIS 4702 - Public Libraries	✓		✓	
LIS 4800 - Introduction to Archives	✓	✓	✓	✓
LIS 4810 - Digital Libraries	✓	✓	✓	
LIS 4820 - Digitization	✓	✓	✓	✓
RMS 4900 - Education Research & Measurement	✓	✓	✓	✓
LIS 4910 – Culminating Internship		✓	✓	✓

APPENDIX E: Academic Libraries Concentration: Coursework Plan (2026-2027)

LIS CORE REQUIRED COURSES—22 credits	Credit Hours	Quarter to Enroll³ -	Quarter Enrolled
LIS 4000 Libraries, Information 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		
Core TOTAL	22		
REQUIRED COURSES – ACADEMIC LIBRARIES CONCENTRATION - —25 credits	Credit Hours	Quarter to Enroll	Quarter Enrolled
LIS 4060 Reference	3		
LIS 4135 Scholarly Communication	3		
LIS 4220 Data Curation	3		
LIS 4321 Collection Management	3		
LIS 4330 Info Literacy Instruction	3		
LIS 4702 Academic Libraries	3		
LIS 4900 Library and Information Science Research	3		
RMS 4910 Introductory Statistics or RMS 4941 Introduction to Qualitative Research	4		
Concentration Required TOTAL	25		
ELECTIVES - 11 credits	Credit Hours	Quarter to Enroll	Quarter Enrolled
TOTAL Electives	11		
TOTAL Credits (MINIMUM 58 REQUIRED FOR MLIS)	58		

Schedule of Required Courses for Academic Libraries Concentration

Academic Year 2026-2027

Course	Fall 2026	Winter 2027	Spring 2027	Summer 2027
LIS 4060 Reference	MLIS@Denver / Onsite (in person)	MLIS@Denver	MLIS@Denver	MLIS@Denver
LIS 4135 Scholarly Communication	Onsite (hyflex)			
LIS 4220 Data Curation		Onsite (hyflex)		

³ The Expected Quarter of Enrollment is simply to construct a sense of the sequence of courses. It is for planning and does not commit you to that specific sequence.

Course	Fall 2026	Winter 2027	Spring 2027	Summer 2027
LIS 4321 Collection Management	MLIS@Denver / Onsite (in person)	MLIS@Denver	MLIS@Denver	MLIS@Denver
LIS 4330 Info Literacy Instruction	MLIS@Denver	MLIS@Denver	MLIS@Denver	MLIS@Denver
LIS 4702 Academic Libraries		Onsite (offered remote)		
LIS 4900 Library and Information Science Research		Onsite (offered remote)		
RMS 4910 Introductory Statistics or RMS 4941 Introduction to Qualitative Research	Onsite (hyflex)	Onsite (hyflex)		

Student Signature: _____ Date: _____

Advisor: _____ Date: _____

APPENDIX F: Research Data Management Concentration Coursework Plan (2025-2026)

Student ID#: _____ Student Email: _____
 Faculty Advisor: _____ Anticipated Graduation Date: _____

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

Student Signature: _____ Date: _____

Advisor: _____ Date: _____

APPENDIX G: Research Data Management Post-Master's Certificate: Coursework Plan (2025-2026)

Student ID#: _____ Student Email: _____
 Faculty Advisor: _____ Anticipated Graduation Date: _____

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

* Recommended quarter to enroll

Signatures:

Student Date Advisor Date

Notes:

APPENDIX H: Specialization Guide and Course Planning Toolkit

Course Planning Toolkit

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

Courses by LIS Specialization & Concentration

Library and Information Science has a wide range of possible career directions and professional specialties. The following set of Guidesheets serve to outline a selection of those specializations and recommend relevant elective courses in that path.

Note: Specializations are different paths you can follow. These are *not* formal degree designations, unlike the Research Data Management Concentration and Academic Libraries Concentration; they are our recommended course tracks based on your interests in librarianship.

Included are Guidesheets for:

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

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

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.

** Offered only in on-site program. Onsite-only classes are sometimes offered with a remote option.*

^ Offered only in online MLIS@DU program.

Specialization Course Recommendations

Types of Courses	Credits	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
Core Courses–22 credit hours						
LIS 4000 Library, Info 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 OR LIS 4901 Capstone	3	X	X	X	X	X

Types of Courses	Credits	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
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	3	X		X		
LIS 4135 Scholarly Communication*	3	X				
LIS 4206 Web Content Management	3	X	X	X	X	
LIS 4208 Usability*	3	X		X	X	
LIS 4209 Information Architecture*	3	X		X	X	
LIS 4210 Data Visualization*	3	X		X		
LIS 4220 Data Curation*	3	X	X	X		
LIS 4230 Database Management Systems*	3			X		
LIS 4235 Scripting for Large Databases*	4			X		
LIS 4320 Outreach^	3				X	X
LIS 4321 Collection Management	3	X			X	X
LIS 4330 Information Literacy Instruction^	3	X			X	X

Types of Courses	Credits	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
LIS 4350 Adult Materials and Services*	3				X	
LIS 4370 Database Searching*	2	X			X	
LIS 4404 Metadata Architecture*	3		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	3		X	X		
LIS 4805 Records Management*	3		X			
LIS 4806 Advanced Archives*	3		X			
LIS 4810 Digital Libraries	3	X	X	X	X	
LIS 4820 Digitization	3	X	X	X	X	
LIS 4850 Digital Preservation^	3	X	X	X		
CFSP 4308 Early Academic Competencies (3 credits)				X		
CFSP 4310 Infant Development (3 credits)				X		