

Master of Library and Information Science (MLIS) Online Program

Student Handbook 2025-2026 ¹



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. 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,

Peter Organisciak

RMIS Department Chair

Library & Information Science Program 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). There is an on-site and online program for LIS.

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.

Library and Information Science Program

Website: <https://morgridge.du.edu/academic-programs/library-information-science/mlis>

Program specific information.

Registrar's Office website: <https://www.du.edu/registrar/>

Registration information, course schedules, and course descriptions.

Bursar's Office website: <https://www.du.edu/bursar/>

Billing and payment information.

MyDU: <https://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

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

A great deal of information about our MLIS program is in this site. Course syllabi, handbooks, faculty bios, and much more. *Recommended to keep bookmarked.*

Table of Contents

- Welcome to the Program
- Library & Information Science Program Key Information and Resources
 - Organizational Structure
 - Katherine Ruffatto Hall (KRH)
 - Library and Information Science Program
- Table of Contents
- Preface
 - Equal Opportunity Institution
 - Land Acknowledgment
 - Inclusive Learning Environment
 - Communication
- PART I: OVERVIEW
 - General Contact Information
 - Library and Information Science Faculty, Advisors, and Staff
 - Accreditation
 - Program Mission
 - Program Goals
 - Student Learning Outcomes
- PART II: LIS PROGRAM REQUIREMENTS
 - Coursework Overview
 - Culminating Experience Options: Culminating Internship or Capstone
 - LIS Courses
 - MLIS Core Courses (22 credits)
 - Electives (36 credits)
 - Selecting a course from the onsite program
 - Academic Libraries Concentration
 - Advising Overview
 - Advising Guidelines and Milestones
 - Academic Advising
 - Milestones
 - Independent Studies
 - Grade Requirements and Timelines
 - Academic Probation
 - Incomplete Grades
 - Timelines
- PART III: STUDENT GROUPS, ADJUNCT INSTRUCTORS, AND ADDITIONAL RESOURCES
 - Library and Information Science Student Associations
 - LIS Student Groups
 - University Libraries Faculty

- Library and Information Science Adjunct Instructors
 - Advisory Board Members
 - Academic Services
- PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS
 - Professional Norms and Standards
 - American Library Association Code of Ethics
- PART V: PROFESSIONAL LIBRARY, INFORMATION SCIENCE, AND ARCHIVES ASSOCIATIONS
 - National, Regional, and State Associations
- PART VI: COMMUNICATION CHANNELS, TECHNOLOGY, TEXTBOOKS
 - Textbooks
 - Resources
 - Laptops
 - Technology Resources
 - Computer Lab in the College
- APPENDIX A: Portfolio Instructions
 - Rationale
 - Platforms for Portfolio
 - Portfolio Elements
- APPENDIX B: Worksheet for Coursework Plan
- APPENDIX C: Academic Libraries Concentration: Coursework Plan Worksheet (2025-2026)
 - Schedule of Required Courses for Academic Libraries Concentration
 - Academic Year 2025-2026
 - Academic Year 2026-2027
- APPENDIX D: Specialization Guide
 - Academic Libraries
 - Archives and Records Management
 - Community Engagement
 - Information Technology and Digital Libraries
 - Public Libraries
 - Specialization Course Recommendations
- APPENDIX E: Typical Course Schedule

Preface

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

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/> and the MCE Policies and Procedures found here:
<http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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

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

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

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Office of Equal Opportunity & Title IX, Driscoll Center South, Suite 30, 2050 E. Evans Ave., Denver, CO 80208, 303-871-7016, TitleIX@du.edu, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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 & Title IX, Driscoll Center South, Suite 30, 2050 E. Evans Ave., Denver, CO 80208, 303-871-7016, TitleIX@du.edu. Students may also contact Student Disability Services, Driscoll Center South, Garden Level, Suite 22, 2050 E. Evans Ave., Denver, CO 80208, 303-871-3241, sds@du.edu, 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 expectation 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 (2 business days), Monday-Friday, from Department Faculty and Staff. Students are encouraged to seek out Faculty members during scheduled office hours or by appointment. Students are also expected to respond to emails from Faculty and Staff within 48 hours (2 business days), Monday-Friday.

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 the Student Success Advisor will refer to the Academic Services Coordinator, Faculty Advisor or Program Manager, and vice versa. For most questions, the Student Success Advisor is a good starting point.

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.

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.

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 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.

Student's Faculty/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.

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, Ashley Brown, Sarah Werling, or Lindsay Gypin if their Faculty Advisor is not available.

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

Shimelis Assefa, Associate Professor. 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

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 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 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:

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. The following preview of learning experiences gives an overview of the purpose of these degree components. Degree requirements can be found in the Graduate Bulletin:

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

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

Culminating Experience Options: Culminating Internship or Capstone

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.

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.

LIS 4910 Culminating Internship is offered most quarters in the online program. The LIS 4910 Culminating Internship course includes asynchronous material and three live class meetings during the term. Individual meetings with the Faculty Supervisor are also 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. However, many students have reported that they wish they had completed their internship as soon as they had the 38 credits. The primary reason for suggesting this is the context that an internship can provide for your remaining coursework.

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 and the Program Manager two quarters before registering for the course.** LIS 4910 Culminating Internship totals 3 credits.

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. 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.

IMPORTANT: LIS 4901 Capstone is only offered in Spring quarter. Students considering the Capstone option must consult with their academic advisor at least two quarters before the Capstone is taken.

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

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 registering for the course.** LIS 4901 Capstone totals 3 credits.

RMS 4900 Education Research & Measurement

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

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, Info and Society) and LIS 4015 (User & Access Services) should be taken in the first quarter of the

program, and 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/#programofstudytext>

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 MLIS@Denver 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 MLIS@Denver program. Enrollment in the onsite classes requires a separate registration. If you are interested in taking an onsite class from the onsite 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 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 Faculty 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.

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

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/#programofstudytext>

Advising Overview

The Student Success Advisor, Faculty/Academic Advisor, Academic Services Coordinator, and Program Manager work closely together to provide support for student success. There will be some questions that the Student Support Advisor will refer to the Academic Services Coordinator, Faculty/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 Faculty/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. Peter Organisciak, Dr. Spencer Acadia, or Ashley Brown if their advisor is not available.

Advising Guidelines and Milestones

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

Academic Advising

- Academic advising is a collaboration between the student and their academic advisor. **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.
 - All the LIS faculty members are available for career guidance; however, only academic advisors can formally approve program-related documentation (e.g., Coursework Plans; independent study courses; program changes, etc.). Most full-time faculty members work on nine-month contracts during the academic year. Over the summer, students may need to work with the MLIS@Denver Program Manager (Ashley.Brown602@du.edu) if their advisor is not on campus.
 - If students miss a quarter of continuous enrollment, other than summer, they should inform their Faculty/Academic Advisor, Student Success Advisor, and the Academic Services Coordinator (Matthew.W.Garcia@du.edu) and complete any necessary paperwork for a Leave of Absence.

Milestones

- 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.
- It is the student's responsibility to keep track of their credits using the Degree Audit, available through <https://my.du.edu>.
- It is advisable 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.

While the adjunct instructors in our program are generous with their time, they are not compensated for supervising independent studies. There is an approval process and the best place to start is with your Faculty Advisor.

Grade Requirements 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](#).

Additional Degree Requirement: 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.

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](#).

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

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.

Visit <https://du.digication.com/mlisdenveronline/lis-student-organizations> for more information.

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.

- **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

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

Professional Norms and Standards

The Library and Information Science program is accredited through the *American Library Association*, and expects its students and faculty to abide by the *ALA Code of Ethics* and the behavioral norms and standards of the Association's various divisions. Expectations regarding professional behavior, codified by other professional associations, are also respected, and adhered to as appropriate. These include, but are not limited to, the national associations listed below along with their regional and State divisions and chapters:

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

American Library Association Code of Ethics

<https://www.ala.org/tools/ethics>

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.

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

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

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

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

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

PART V: PROFESSIONAL LIBRARY, INFORMATION SCIENCE, AND ARCHIVES ASSOCIATIONS

National, Regional, and State Associations

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

- American Association of Law Libraries (AALL), www.aallnet.org
- American Library Association (ALA), www.ala.org; ALA Divisions, <http://www.ala.org/groups/divs>

(When you select the above link for Divisions you will have access to the following)

- American Association of School Librarians (AASL)
- Association for Library Collections and Technical Services (ALCTS)
- Association for Library Service to Children (ALSC)
- Association of College & Research Libraries (ACRL)
- Association of Specialized & Cooperative Library Agencies (ASCLA)
- Library & Information Technology Association (LITA)
- Library Leadership & Management Association (LLAMA)
- Reference & User Services Assn. (RUSA)
- United for Libraries (Trustees, Friends, Foundations)
- Young Adult Library Services Association (YALSA)
- Association for Information Science and Technology (ASIS&T), <https://www.asis.org>
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, www.reforma.org
- Society of American Archivists (SAA), www.archivists.org
- Society of Competitive Intelligence Professionals (SCIP), www.scip.org
- Special Libraries Association (SLA), www.sla.org

PART VI: COMMUNICATION CHANNELS, TECHNOLOGY, TEXTBOOKS

Textbooks

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

Resources

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

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

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

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

Platforms for Portfolio

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

Portfolio Elements

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

1. **Introduction.** Provide a brief description of yourself. This description should be written with the assumption that a potential employer might read it. Some individuals also choose to film a video introduction in lieu of or in addition to a written paragraph.
2. **Professional Goals.** List 2-3 professional goals. These may include positions that you'd like to hold; types of organizations in which you'd like to work; achievements that you've outlined for yourself in the next five years.

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: _____

LIS CORE COURSES	Credit Hours	Expected Quarter of Enrollment²
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	
ELECTIVES³ — 36 quarter hours	Credit Hours	Expected Quarter of Enrollment
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	

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.

³ Listed, for convenience, are possible MLIS@Denver electives, but other eligible electives, such as courses from the onsite LIS program, will also apply.

LIS CORE COURSES	Credit Hours	Expected Quarter of Enrollment²
Total Credits Needed for MLIS Degree	58	

APPENDIX C: Academic Libraries Concentration: Coursework Plan Worksheet (2025-2026)

LIS CORE REQUIRED COURSES—22 credits	Credit Hours	Quarter to Enroll⁴ -	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		

⁴ 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.

Schedule of Required Courses for Academic Libraries Concentration

Academic Year 2025-2026

Course	Fall 2025	Winter 2026	Spring 2026	Summer 2026
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)		
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 (online)			
RMS 4910 Introductory Statistics or RMS 4941 Introduction to Qualitative Research	Onsite (hyflex)	Onsite (hyflex)		

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)		
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 (online)		
LIS 4900 Library and Information Science Research		Onsite (online)		
RMS 4910 Introductory Statistics or RMS 4941 Introduction to Qualitative Research	Onsite (hyflex)	Onsite (hyflex)		

APPENDIX D: Specialization Guide

Specializations are different paths you can follow. These are *not* formal degree designations, like the Academic Libraries Concentration; they are our recommended course tracks based on your interests in librarianship.

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.

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		X	X	X	X	X
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

Types of Courses	Credits	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
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
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	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	3		X	X		
LIS 4810 Digital Libraries	3	X	X	X	X	
LIS 4820 Digitization	3	X	X	X	X	

Types of Courses	Credits	Academic Libraries	Archives and Records Management	Information Technology and Digital Libraries	Public Libraries	Community Engagement
ADDITIONAL ONLINE ELECTIVE OPTIONS						
LIS 4135 Scholarly Communication	3	X				
LIS 4209 Information Architecture	3	X		X	X	
LIS 4210 Data Visualization	3	X		X		
LIS 4355 The Reading Experience in LIS	3	X			X	X
LIS 4404 Metadata Architecture	3		X	X		
LIS 4805 Records Management	3		X			
LIS 4850 Digital Preservation	3	X	X	X		
LIS 4702 Academic Libraries	3	X				X
RECOMMENDED ONSITE ELECTIVES FOR SPECIALIZATIONS						
LIS 4208 Usability	3	X		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 4350 Adult Materials and Services	3				X	
LIS 4370 Database Searching	2	X			X	
LIS 4806 Advanced Archives	3		X			

APPENDIX E: Typical Course Schedule

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	✓	✓	✓	✓ (twice)
LIS 4901 - Capstone			✓	