

Library and Information Science

Student Handbook

2008 – 2009



UNIVERSITY OF
DENVER

Morgridge College
of Education

The University of Denver *Library and Information Science (LIS) Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the MLIS degree. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin*. In some cases, its policies take precedence over the regulations of the *LIS Program Student Handbook*. It is the student's responsibility to read and understand 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.

Inquiries concerning the Library and Information Science Program should be directed to the Office of Admissions and Enrollment Services, 2450 S. Vine St., Denver, CO 80208; Phone 303-871-2509 and edinfo@du.edu.

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

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

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PART I: GENERAL INFORMATION

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 is the first new library program accredited by the ALA in over 28 years. Programs are reviewed by ALA every seven years and the next review of the DU program by the ALA will be in 2011. To view the accreditation Program Presentation please visit: <http://www.du.edu/LIS/LISaccreditation.html>.

Mission

In an information society, information professionals need skills and knowledge to assume roles of leadership in organizations that provide or rely upon information. The LIS Program offers a distinguished professional education relevant in a rapidly evolving age of information and is based on the practices and underlying theories of information acquisition, organization, transmission, and utilization.

Vision

The LIS Program cultivates the knowledge and skills needed to prepare librarians and information professionals to manage and evaluate information effectively, to take leadership roles in information settings, to effectively manage organizational and technological change, and to assist diverse information users in effectively accessing and utilizing information for personal, public, and organizational decision making and problem solving. This high-quality professional education informs relevant, ethical, and effective practice in a rapidly changing multicultural, multiethnic, and multilingual society. Students will be engaged in a student-centered learning environment that focuses on both practice and theory-based principles that prepare them to be critical consumers of research and reflective practitioners. They will participate in scholarly and community-based research, building professional relationships and modeling the behaviors needed to effectively provide service to their communities, meet the needs of underserved groups, and provide library and information services in a rapidly changing technological and global society.

Goals

It is the goal of the LIS Program to prepare graduates to serve in public, academic, school, or specialized libraries as well as in business and corporate settings where the effective management of information is crucial. To this end, the LIS Program:

- Enables students to facilitate effective Data-Information-Knowledge transfer, utilizing appropriate technology-based solutions to accomplish the organization, storage, and retrieval of data and information in the creation of knowledge.
- Prepares graduates to effectively serve a diversity of consumers of information.
- Trains students to be reflective practitioners and critical consumers of research.
- Provides the skills that graduates will need to adapt to and effectively manage change in community and global settings.

- Instills in LIS graduates an understanding of and commitment to the high ethical standards of the Library and Information Science profession.

Outcomes

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

- Incorporate principles of, and experience with, human cognition and information-seeking behavior into the design of Programs for effective information transfer.
- Include the existing and emerging professional principles and ethical issues pertaining to information and information services in the development of information policies.
- Discuss the importance of the historical, social, cultural, economic, political, and policy roles and issues related to information businesses and organizations through history to the present.
- Demonstrate competence in the identification and use of existing and emerging information resources.
- Apply knowledge of the generation, production, organization, management, dissemination, and use of information in the design of databases of information systems.
- Integrate information technologies and resources into effective services that meet the specific needs of diverse information users.
- Evaluate the research literature of the library and information science and related disciplines.
- Identify research questions and the appropriate methodologies to investigate a research problem.
- Manage information and human resources, agencies, and libraries to provide high-quality information services.

Master of Library and Information Science Degree Core Curriculum and Concentrations

The Master of Library and Information Science Degree (MLIS) is made up of 58-quarter hours of coursework. In addition to the LIS Core curriculum, MLIS students focus their studies by selecting a concentration in Archives and Records Management (ARM), Knowledge Management (KM), Information Science and Technology (IST), Reference and User Services (RUS), Resource Description and Access (RDA), or School Libraries (SL). Students may choose electives from among other concentrations or specialty areas or design their own elective grouping with the assistance of their faculty advisor. Please see the curriculum chart on page 10 or page 36 (full version).

MLIS Core Requirements (28 qtr. hrs.)

Courses include:

- LIS 4000 Understanding the Information User (3 hrs.)
- LIS 4010 Organization of Information (3 hrs.)
- LIS 4011 Information Access and Retrieval (3 hrs.)

- LIS 4020 Professional Principles and Ethical Issues (3 hrs.)
- LIS 4030 The Information Environment (3 hrs.)
- Select management course as appropriate to concentration area: LIS 4040 Management of Information Organizations, LIS 4240 Knowledge Management, LIS 4540 School Library Administration, LIS 4840 Archives Administration (3 hrs.)
- LIS 4060 Reference (3 hrs.)
- LIS 4070 Cataloging and Classification (3 hrs.)
- QRM 4910 Educational Research and Measurement (4 hrs.)

1. The Archives and Records Management (ARM) Concentration (15 qtr. hrs.)

Students will become familiar with the life cycle of records in all formats, paper and electronic, analog and digital, from creation to final disposition. They will also master appraisal techniques and the creation of finding aids. Administration of both record centers and archival repositories will be emphasized, as will the conservation and preservation of archival materials.

Required:

LIS 4800 Introduction to ARM (3 hrs.)

LIS 4801 Archival Appraisal (3 hrs.)

LIS 4802 Arrangement, Description and Access to Archives (3 hrs.)

At least two of:

LIS 4803 Conservation and Preservation (3 hrs.)

LIS 4804 Digital Objects and Collections (3 hrs.)

LIS 4805 Advanced Records Management (3 hrs.)

Suggested to fulfill 15 credit hour requirement:

Other 4800-series courses

LIS 4404 Metadata Architectures (3 hrs.)

LIS 4321 Collection Management (3 hrs.)

2. Knowledge Management (KM) Concentration (15 qtr. hrs.)

Knowledge Management is an emerging field that preserves the intellectual capital of an organization by selecting, digitizing, repackaging, creating, organizing, and disseminating tacit and explicit knowledge. Students will be educated as knowledge managers who are capable of connecting knowledge owners to knowledge seekers in an electronic environment. Courses include:

Required:

LIS 4100 Library and Information Technologies (3 hrs.)

LIS 4200 Information in Organizations (3 hrs.)

At least one of:

LIS 4203 Competitive Intelligence (3 hrs.)

LIS 4204 Legal Issues in Libraries (3 hrs.)

Suggested to fulfill 15 credit hour requirement:

LIS 4206 Web Content Management (3 hrs.)

LIS 4321 Collection Management (3 hrs.)

LIS 4404 Metadata Architectures (3 hrs.)

LIS 4805 Advanced Records Management (3 hrs.)

LIS 4102 User-Centered Design (3 hrs.)

3. Information Science and Technology (IST) Concentration (15 qtr. hrs.)
 The Information Science and Technology concentration focuses on the social and technical aspects of connecting people with information via information systems. Students will gain a professional understanding of how the theory and practice of information representation, design, system architecture, user needs assessment, and larger social issues combine in information systems, and the impact they have on information service.
- Required:**
 LIS 4100 Library and Information Technologies (3 hrs.)
 LIS 4101 Information Science (3 hrs.)
 At least one of:
 LIS 4102 User-Centered Design (3 hrs.)
 LIS 4361 Internet Reference and Research (3 hrs.)
 LIS 4804 Digital Objects and Collections (3 hrs.)
- Suggested to fulfill 15 credit hour requirement:**
 LIS 4202 Introduction to Knowledge Technologies (3 hrs.)
 LIS 4404 Metadata Architectures (3 hrs.)
 LIS 4206 Web Content Management (3 hrs.)
4. The Resource Description and Access Concentration (15 qtr. hrs.)
 This concentration prepares library and information science professionals to organize, describe, and manage data for print, electronic, and digital assets in libraries, archives, and record centers. Students will be equipped with the theoretical knowledge, technical skills, and competencies needed to serve as catalogers, metadata specialists, database managers, and systems librarians.
- Required:**
 LIS 4401 Descriptive Cataloging (3 hrs.)
 LIS 4404 Metadata Architectures (3 hrs.)
 At least one of:
 LIS 4402 Subject Cataloging (3 hrs.)
 LIS 4403 Classification Schemes (3 hrs.)
 LIS 4405 Authority Control (3 hrs.)
- Suggested to fulfill 15 credit hour requirement:**
 Other 4400-series courses
 LIS 4321 Collection Management (3 hrs.)
 LIS 4100 Library and Information Technologies (3 hrs.)
 LIS 4804 Digital Objects and Collections (3 hrs.)
5. The Reference and User Services (RUS) Concentration (15 qtr. hrs.)
 The RUS concentration is designed to prepare library and information professionals who will work with users in diverse environments to provide access to resources in a variety of subject areas and disciplines for personal and professional use. User-centered theory and electronic access to information are stressed.
- Required:**
 At least 3 specialty reference courses (LIS 4362, 4373, 4374, 4375, 4377, or 4379 - 2 cr hrs)
 LIS 4330 Library Instruction (3 hrs.)
 At least one of:
 LIS 4100 Library and Information Technologies (3 hrs.)
 LIS 4102 User-Centered Design (3 hrs.)

Suggested to fulfill 15 credit hour requirement:

- LIS 4361 Internet Reference and Research (3 hrs.)
- LIS 4321 Collection Management (3 hrs.)
- LIS 4350 Adult Materials and Services (3 hrs.)
- LIS 4510 Children's Materials and Services (3 hrs.)
- LIS 4520 Young Adult Materials and Service (3 hrs.)
- LIS 4530 Advanced Literature and Literacy (3 hrs.)

6. The School Libraries (SL) Concentration (15 qtr. hrs.)

The DU School Library (SL) Program is approved by the Colorado Department of Education (CDE). A concentration in School Library prepares students to work with children and young adults in K-12 school libraries as well as youth services departments in public libraries. Colorado endorsement as a Teacher Librarian requires applicants to have a valid teaching credential. Recommendation for endorsement as a school librarian is made by the DU LIS Program, but endorsement is granted by the State upon the student's taking and passing the *Place Exam*. Individual State requirements vary and may include teaching experience and media examinations in addition to a valid teaching credential. Students should consult with the Colorado Department of Education for the most updated endorsement requirements.

Required:

- LIS 4100 Library and Information Technologies (3 hrs.)
- LIS 4321 Collection Management (3 hrs.)
- LIS 4510 Children's Materials and Services (3 hrs.)
- LIS 4520 Young Adult Materials and Service (3 hrs.)
- LIS 4530 Advanced Literature and Literacy (3 hrs.)

Suggested to fulfill 15 credit hour requirement:

- LIS 4361 Internet Reference and Research (3 hrs.)
- LIS 4511 Storytelling (2 hrs.)
- LIS 4521 Booktalking (2 hrs.)

Electives (11 qtr. hrs. min.)

Integrative Elective Option: After fulfilling core and concentration course and credit hour requirements, students may select elective credits from any other concentration.

Elective Specialty: Students may also choose electives within the Morgridge College of Education or other programs at the University of Denver. Students must secure faculty advisor approval for any elective specialty beyond those listed here. 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 elective specialties include:

The Publishing Institute (6 qtr. hrs.)

The Publishing Institute is an intensive, full-time, four-week, graduate-level course that devotes itself to all aspects of book publishing. See <http://www.du.edu/pi/> for complete information on the Publishing Institute including application deadlines, fees, and courses.

Other Elective Specialties (various qtr. hrs.)

Customized groupings of electives may be taken in other academic units. Such specialties must be negotiated with the student's faculty advisor, but may be taken from Programs like *Knowledge and Information Technologies (KIT)*, *Quantitative Research Methods (QRM)*, and *Post-Secondary Public Policy (HED)*.

Practicum: All students are also required to complete a Practicum. Most students will take LIS 4910 Practicum (4 qtr. hrs.). SL students take both LIS 4911 Elementary Practicum (2 qtr. hrs.) and LIS 4912 Secondary Practicum (2 qtr. hrs.) instead of LIS 4910.

MLIS Curriculum Alignment

Core: 28 Credits – all required

LIS 4000: Understanding the Information User	LIS 4010: Organization of Information	LIS 4011: Information Access & Retrieval
LIS 4020: Professional Principles & Ethics	LIS 4030: The Information Environment	LIS 4060: Reference
LIS 4070: Cataloging & Classification	One management course (LIS 4040 Management of Information Organizations, LIS 4240 Knowledge Management, LIS 4540 School Library Administration, LIS 4840 Archives Administration)	QRM 4910: Educational Research and Measurement

Concentrations: 15 credits per area

Archives & Records Management (ARM)	Resource Description & Access (RDA)	Information Science & Technology (IST)	Reference & User Services (RUS)	Knowledge Management (KM)	School Libraries (SL)
Required: LIS 4800 LIS 4801 LIS 4802 <i>and at least two of:</i> LIS 4803 LIS 4804 LIS 4805 Suggested: Other 4800-series courses LIS 4404 LIS 4321	Required: LIS 4401 LIS 4404 <i>and at least one of:</i> LIS 4402 LIS 4403 LIS 4405 Suggested: Other 4400-series courses LIS 4321 LIS 4804 LIS 4100	Required: LIS 4100 LIS 4101 <i>and at least one of:</i> LIS 4102 LIS 4361 LIS 4804 Suggested: LIS 4202 LIS 4404 LIS 4206	Required: LIS 4330 Min. 3 reference courses (2 hrs. each) <i>and at least one of:</i> LIS 4100 LIS 4102 Suggested: LIS 4361 LIS 4321 LIS 4350 LIS 4510 LIS 4520 LIS 4530	Required: LIS 4100 LIS 4200 <i>and at least one of:</i> LIS 4203 LIS 4204 Suggested: LIS 4206 LIS 4321 LIS 4404 LIS 4805 LIS 4102	Required: LIS 4100 LIS 4321 LIS 4510 LIS 4520 LIS 4530 Suggested: LIS 4361 LIS 4511 LIS 4521 Total: 15 hrs.

Total: 15 hrs.	Total: 15 hrs.	Total: 15 hrs.	Total: 15 hrs.	Total: 15 hrs.	
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Electives

Archives & Records Management (ARM)	Resource Description & Access (RDA)	Information Science & Technology (IST)	Reference & User Services (RUS)	Knowledge Management (KM)	School Libraries (SL)
Total: 11 hrs.	Total: 11 hrs	Total: 11 hrs	Total: 11 hrs	Total: 11 hrs	Total: 11 hrs

Practicum

Archives & Records Management (ARM)	Resource Description & Access (RDA)	Information Science & Technology (IST)	Reference & User Services (RUS)	Knowledge Management (KM)	School Libraries (SL)
LIS 4910	LIS 4910	LIS 4910	LIS 4910	LIS 4910	LIS 4911 and LIS 4912
Total: 4 hrs.	Total: 4 hrs	Total: 4 hrs	Total: 4 hrs	Total: 4 hrs	Total: 4 hrs

PART II: PLAN OF STUDY

Completing a graduate degree requires a plan of study to ensure student success. The time limit to complete the master's degree is five years. The student will work with the faculty advisor of his/her choice to develop a course work plan. Changes may occur, if they are deemed necessary by the faculty. (Please note: Students must register in advance for the *Comprehensive Exam* and for *Graduation* according to University deadlines).

Academic Advisor

When a student is admitted to the LIS Program, an academic advisor is automatically assigned, according to declared concentration area. The student may select a faculty member who represents his/her own interests and future career goals. The academic advisor works with the student to complete and approve the course work plan and continues to guide the student through his/her course of study.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with another faculty member if their advisor is not on campus.

Autumn Orientation

Prior to the beginning of the fall quarter, students are strongly encouraged to attend an orientation session that introduces them to the LIS Program, its faculty, and staff. Meeting other students, learning about faculty expectations, discussing professional roles and responsibilities, filling out initial course work plans, registering for courses, receiving pre-practicum materials, and engaging in Q&A sessions comprise the basic agenda.

Course Work

The LIS 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 review of learning experiences gives an overview of the purpose of these degree components.

Library and Information Science Degree Core and Concentration Requirements comprise a major segment of the degree program. Students will learn about the field of librarianship in its many aspects: administration, user services, technology, archives and records management, school libraries, knowledge management, and other areas. Core courses provide theoretical knowledge, professional skills, and technical competencies.

Morgridge College of Education Research Requirement (QRM 4910) provides the student with the ability to understand and develop educational and library research projects. While only one course is required, students are encouraged to take other courses to increase understanding research in the field.

Library and Information Science Elective Specialties are also possible within the master's program. The elective specialty is a sequence of courses taken by the student to explore some particular subject area. Students may choose to enroll in courses from other concentrations as well.

The Practicum experience is a supervised opportunity that provides academic credit and experiential learning. [This applied experience prepares students to begin entry- and mid-level positions within the information environments.] [It is expected that each student in the master's program complete a practicum.] Faculty supervisors provide regular individual feedback on the student's practical experience in the work setting, discuss the student's progress with practicum field mentors, and provide appropriate group exploration of issues related to library professionals. The practicum experience totals 4 credit hours. [.] Enrollment in the Practicum requires that the student has completed all core courses and 38 quarter hours. Most students take the Practicum during the last one or two quarters before graduation. Students select their own Practicum sites. Some locations are selective than others and may require formal application procedures. (The *Practicum Handbook* is available on the LIS website and on this CD.)

. Successful practicum experiences are critical. If a student is not meeting expectations (achieving a "B" or better within the Practicum quarter), he or she will need to complete an additional Practicum experience. These incidents are rare and will be discussed with the student as necessary.

Grade Requirements

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required by the LIS Program in graduate course work counted toward the degree. The average is determined on the basis of the University's grading system. [Credits carrying below a "B-" will not be accepted by the LIS program as meeting degree requirements.] [A grade lower than "B" renders the credit unacceptable for meeting degree requirements.] Any student whose overall grade point average falls below a "3.0" will be warned, put on probation, suspended or dismissed. The Graduate Student Records Office informs the Morgridge College of Education in writing at the end of each quarter when a student's cumulative GPA falls below 3.0. It is the LIS Program's responsibility to inform the student. The student must contact his or her advisor to develop a plan designed to remedy the academic deficits. After two consecutive quarters of deficit, the student will be terminated.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

Course Work Plan

The *Course Work Plan* provides the student with an opportunity to design their course of study to meet the degree requirements of the MLIS. This plan enables the student to develop a schedule for taking courses and the practicum experience.. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. The LIS course rotation is posted on the LIS Program's website. By conferring with his/her faculty advisor, each student will be able to work out a course plan to complete degree requirements. It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan. The course work plan becomes part of the student's official file.. It may be amended or changed; the faculty advisor must approve all changes to the course work plan. A blank Course Work Plan is provided at the end of this handbook and must be filed with the MCE Office of Admission and Enrollment Services before the end of the second quarter of enrollment.

Incomplete Policy

Students with three (3) incompletes will not be allowed to register for additional classes until they have fewer than three incompletes. It is the student's responsibility to follow up with an instructor in terms of removing an incomplete.

Final Comprehensive Examination Requirement

The MLIS prepares graduates for a professional career as information professionals. Students who have earned a graduate degree reflect the successful acquisition of the knowledge, skills, and competencies required to work in the field. The comprehensive examination is intended to provide an opportunity for students to demonstrate their ability to integrate, synthesize, and make meaning of the knowledge they have gained during their program of study. Designed as a reflective exercise that emphasizes the student's ability to utilize knowledge and skills in a compressed time frame, a final examination enables the student to certify that he or she has gained sufficient knowledge and professional expertise to begin or continue employment in an information environment. Registration is required and students are responsible for timely registration. A fee is required. The comprehensive exam is given in the fall, spring, and summer quarters. Consult the MCE's Office of Admission and Enrollment Services for further information.

Capstone Project and Course

For a few students—particularly those planning to go on for further advanced study or work in an academic setting—a capstone or terminal project may be more appropriate than the comprehensive exam. Such an opportunity, however, can only be afforded with strong faculty sponsorship and support. Students petition the LIS faculty to complete a capstone project in lieu of the comprehensive exam. Students requesting the capstone option must develop a project proposal (usually a 3-5 page project proposal, including an abstract and timeline), and petition their faculty advisor for permission to undertake a capstone project by the end of week 2 of the quarter before the Capstone Course (LIS 4901) is offered. The proposal is evaluated by the entire LIS faculty, according to the following criteria:

- The project must be consistent with and integral to the student's degree plan.
- Research oriented.
- Of publishable quality.
- Completed within the 10-week framework of the Capstone Course (LIS 4901), which will be offered in either spring or summer quarter each year.

The capstone course adds an additional 4 credit hours to the 58 required for the MLIS, resulting in a degree requirement of 62 hours. If approved, students must register for LIS 4901, Capstone Course.

In exceptional circumstances — with advisor and faculty approval, a student may elect to do both the comprehensive exam and the capstone. In such cases, the student would enroll in the Capstone Course (LIS 4901) as elective credit counted toward the 58 hour degree requirement.

Graduation

Completing a master's degree in the Morgridge College of Education deserves celebration. The University of Denver and the Morgridge College of Education applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete.

Students must register for graduation one quarter prior to the quarter in which they plan to graduate. Official deadlines are online at www.du.edu/grad/finish.html. The application is also available online at www.du.edu/grad/cert.html. The application for graduation must be received by MCE's Office of Admissions and Enrollment Services by the posted deadline. Official deadlines are on-line at www.du.edu/grad/finish.html.

PART III: GRADUATE STUDY FACILITATORS

Morgridge College of Education Office of Admissions and Enrollment Services

To meet the requirements of the MLIS and to secure appropriate assistance, students are encouraged to work closely with MCE and LIS Program staff, especially in the Office of Admission and Enrollment Services. These offices can provide information and assistance from initial inquiry through graduation.

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 and Technology (ASIST). 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 www.du.edu/LISA or the LISSAA Portfolio Community <https://portfolio.du.edu/pc/index> for further information, and sign up for *Libschool-L*, the LISSAA distributed email list at <https://listserv.du.edu/mailman/listinfo/libschool-l>.

Library and Information Science Faculty

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

Denise Anthony, MLIS, University of Michigan; PhD University of Michigan. Dr. Anthony has a strong commitment to working with graduate students in the Archives and Records Management (ARM) concentration as they learn about the functions and purposes of the various and ever-increasing forms and formats of records and documents in our society and concepts and techniques to manage and preserve these materials. Her research interests include knowledge transfer within archives organizations and user access.

Shimelis Assefa, M.S. (Information Science), Addis Ababa University, Ethiopia; PhD (Information Science), University of North Texas. Dr. Assefa has fourteen years of progressive experience in a wide variety of duties in Library and Information Systems combining teaching, practice, and research in a University and International organization setting. Positions held include network manager, system consultant, head of computer and information retrieval center, chief medical librarian, and lecturer.

He is keenly interested to advance an area of research that intersects cognitive theories and concept representation in information retrieval. His primary areas of research and teaching interests include information storage and retrieval, information organization (knowledge representation, classification, and categorization), user-centered approach to information systems analysis and design, data communications and computer networks, information systems and services in organizations, health informatics, and information systems success evaluation. He is a recipient of three international scholarships and fellowships from Fogarty/New England Medical Center and University of Natal; The British Council; and Internet Society. He has published in the Bulletin of the American Society for Information Science and Technology; presented peer-reviewed papers and posters in national and international conferences.

Professional affiliations include American Society for Information Science and Technology, Association for Library and Information Science Education, Association for Information Systems.

Deborah S. Grealy, MA, Kent State University; MLS, University of Oklahoma; PhD (Higher Education), University of Denver. Formerly Director of the MLIS Program in the Morgridge College of Education, Dr. Grealy also served as a Reference Librarian at the University of Denver, Penrose Library, ran the GRI Natural Gas Supply Information Center at the Colorado School of Mines, worked as a Technical Librarian at Marathon Oil Company's Exploration & Production Technologies Library in Littleton, and ran the Physics & Astronomy Branch Library at the University of Oklahoma in Norman. Her primary focus is on management and knowledge management in academic, corporate, and special library settings. Research interests

include characteristics of adult learners, teaching and training strategies for adult learners, and outcomes-based education in LIS.

Sylvia D. Hall-Ellis, MLS, University of North Texas; PhD, University of Pittsburgh. Dr. Hall-Ellis served as the Special Assistant to the U.S. Department of Education Secretary's Regional Representative in Region VIII (Denver). She has over 30 years of experience in working in libraries, grant writing, project design and management, information systems design and development, strategic planning, non-profit organization management, and training. In these capacities, Dr. Hall-Ellis has participated in the preparation of funding proposals resulting in awards exceeding \$100 million. In the area of education and training, she has taught graduate courses and professional development sessions including instructional design, distance education, information systems, database building and maintenance, bibliographic cataloging, Internet searching techniques, copyright, research, and grant writing. A member of a variety of professional organizations, Dr. Hall-Ellis is listed in several editions of regional and national bibliographic volumes. She has published numerous technical reports, articles, and three monographs and has conducted major field-based research studies.

Clara L. Sitter, MLS, the University of Texas at Austin, PhD, University of Colorado Boulder. Dr. Sitter has more than 30 years of professional library experience in academic, public, school, and special libraries. She served as library faculty at Amarillo (TX) College, West Texas State University, The University of Texas at Austin, and the University of Alaska Anchorage. Dr. Sitter was a school librarian for 17 years. She has experience in reference, collection development, cataloging, and administration. Research interests include special collections, database instruction, user needs, and library history and she has authored books, articles, and chapters in each of the areas. She has been an active member of professional associations including serving as president of the Alaska Library Association, ALA Council, and various committees and editorial boards.

Mary Stansbury, MLS, PhD, Texas Woman's University, is currently Chair of the MLIS Program in the Morgridge College of Education. Dr. Stansbury's areas of teaching and research expertise include reference services, information policy, information and communications technology access and equity, and health information seeking behaviors. She has worked as an elementary school librarian, a special librarian, and served as a public library trustee. Dr. Stansbury is co-author of *Virtual Inequality: Beyond the Digital Divide* and is co-principal investigator of an IMLS-funded research project on health information seeking behaviors of older adults. She is currently serving on the editorial board of *Library & Information Science Research (Romania)* and is an active member of the Colorado Association of Libraries, Wyoming Library Association, Mountain Plains Library Association, Association of Library & Information Science Education, and the American Library Association.

The LIS Program also benefits from the dedication and expertise of professors and instructors who teach on an ongoing basis. Adjuncts are highly qualified practitioners and specialists, working in the field in various capacities, who share their expertise with LIS students. Affiliate faculty teach more than once per year and have responsibilities for advising and mentoring students, and helping to develop and maintain the LIS curriculum. Penrose and Westminster law librarians regularly teach and mentor students in the public and technical services tracks and provide opportunities for internships, practicum experiences, and service learning.

University of Denver Faculty – Morgridge College of Education Additional Faculty

- Kathy Green, PhD
- Duan Zhang, PhD

Affiliate Faculty

- Christopher Brown, MLIS, MA
- Keith Curry Lance, PhD
- Steve Fisher, MLS, MA
- Jody Howard, M.Ed., MLS

Adjunct Faculty

- Greg Colati, MA, MLS
- Jessica Branco Colati, MLS
- Kim Dority, MLS
- Martin Garnar, MLIS
- Dorothy Hargrove, MA, MBA
- Jean Heilig, MLIS, MBA
- Julie Herrera, MLS
- Bob Pasicznyuk, MLS
- George Rosenberg, JD
- Keith Schrum, MA
- Robin Trehaeven, Higher Diploma in Librarianship (South Africa)
- John Williams, EdD
- Charis Wilson, MLS, CRM.

Penrose Library Faculty

- Jennifer Bowers, Social Sciences
- Greg Colati, Digital Projects
- Carrie Forbes, Library Instruction
- Esther Gil, Business and Economics
- Peggy Keeran, Arts and Humanities, Women's Studies
- Joseph Kraus, Science, Engineering, Mathematics, and Computer Science
- Michael Levine Clark, Collection Management
- Betty Meagher, Cataloging and Technical Services
- Suzanne Moulton-Gertig, Music

Westminster Law Librarians

- Stacey Bowers, Access Services
- Sheila Green, Reference
- Patty Wellinger

Advisory Board

The Advisory Board of the LIS Program is a body of experienced, influential, and highly connected professionals who represent major employers, libraries, and corporations in Colorado and the Rocky Mountain Region. Their role is to advise the LIS Director with regard to advances and trends in the LIS profession, both regionally and nationally, and to serve as a sounding board for changes in curriculum and Programmatic directions.

- Camila Alire, Dean Emeritus, University of New Mexico and Colorado State University libraries
- Nancy Allen, Dean, Penrose Library – University of Denver
- Betty Bankhead, Retired, School Library Media Specialist, Cherry Creek Schools
- Nancy Bolt, Consultant, former Deputy Commissioner for Education and State Librarian of Colorado.
- Kim Dority, President, GK Dority and Associates
- Mark Estes, Chair, Head Law Librarian – Holme, Roberts & Owen, LLC
- Steve Fisher, Associate Professor/ Curator of Special Collections and University Archivist – Penrose Library, University of Denver
- Gene Hainer, Assistant Commissioner for Library and Adult Education - Colorado State Library
- Kris Haglund, Archivist, Denver Museum of Nature and Science - Library/Archives
- Bill Knott, Director, Jefferson County Public Library [retired]
- Joanne Lerud, Director, Arthur Lakes Library – Colorado School of Mines

PART IV: ETHICAL CODES AND PROFESSIONAL STANDARDS

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools. 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 professional associations like the American Library Association (ALA), the Association of College and Research Libraries (ACRL), and the American Association of School Librarians (AASL). Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

University of Denver Honor Code Statement

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this *Honor Code* is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the *Morgridge College of Education Bulletin* and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code. <http://www.du.edu/honorcode/091499.html>

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 (ASIST)
Medical Libraries Association (MLA)
Society of American Archivists (SAA)
Society of Competitive Information Professionals (SCIP)
Special Libraries Association (SLA)

American Library Association Code of Ethics

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

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

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

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

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

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

Part V: UNIVERSITY AND MORGRIDGE COLLEGE OF EDUCATION POLICIES AND PROCEDURES

Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The Bulletin is also contained on this CD.

Part VI: LIBRARY 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.

- American Association of School Librarians (AASL), www.ala.org/aasl/index.html
- American Library Association (ALA), www.ala.org; Listing of ALA Divisions, www.ala.org/alaorg/divisions_home.html
- American Society for Information Science and Technology (ASIST), www.asis.org/
- Colorado Association of Law Libraries, <http://www.aallnet.org/chapter/coall/>
- Colorado Association of Libraries (CAL), www.cal-webs.org/
- Colorado Association of School Libraries (CASL), <http://www.cal-webs.org/index3.html>
- Colorado Council of Medial Librarians, <http://www.ccmlnet.org/>
- Mountain Plains Library Association (MPLA), <http://www.usd.edu/mpla/>
- Public Library Association (PLA), <http://www.pla.org/>
- REFORMA, The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, <http://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/, Rocky Mountain Chapter (RMSLA), <http://www.sla.org/chapter/crmt/index.asp>

Part VII: GENERAL INFORMATION

APA Requirements

The Morgridge College of Education and the LIS Program ask that students use *The Publication Manual of the American Psychological Association* (currently in its 5th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with

- Many other elements that are a part of every manuscript.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online.

<http://www.apastyle.org/pubmanual.html>

Libschool-L Distributed Email List

All accepted and enrolled students in the LIS Program should immediately subscribe to the *libschool-l* distributed email list, using their DU email address only. *Libschool-l* is used to deliver official LIS Program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to

<https://listserv.du.edu/mailman/listinfo/libschool-l> in order to subscribe.

Laptops

It is strongly recommended that LIS students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. Every building on campus has "smart" classrooms, allowing students to tap into the vast resources on the World Wide Web. The University of Denver's 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 many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

Computer labs are available for Morgridge College of Education students in both the Ammi Hyde Building, 2450 S. Vine Street, Room 214, and in the JMAC Building, 1901 E. Iliff (West end of building), Room 114.

The Ammi Hyde computer lab is equipped with 14 workstations, an instructor workstation, a laser printer, and a projector which is used when classes are taught in the Ammi Hyde lab. Hours vary but normally range from 8:00 a.m. to 8:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. The Ammi Hyde lab is closed on weekends and holidays except for classes or exams which may be scheduled.

The JMAC computer lab is equipped with 10 workstations and a public printer.. JMAC lab hours will be posted each quarter.

Software Installed in Computer labs

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers in both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Quantitative

Research Methods course software is primarily in the JMAC lab. For questions about specific software titles please call 303-871-2789 for information.

Technology Support and Services

The technology coordinator is housed in the JMAC building and is available to provide technical help in the computer labs and classrooms Monday through Friday from 8:00 to 4:30. Call 303-871-2789. A lab attendant is available in the JMAC lab on Saturday and Sundays within the hours posted for the JMAC lab. For assistance with technology at Ammi Hyde or JMAC please call 303-871-2789.

For the student's personal computers the [University Technology Services](#) (UTS) can assist students via phone, e-mail, in person, or online. UTS provides phone assistance by calling 303-871-4700 or walk in assistance at the Penrose Library help desk.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Digital Cameras, Camcorders, Transcribers and Laptop Computers

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment is housed in the JMAC computer lab and can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours time so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required.

It is recommended you make a reservation for the equipment by calling 303-871-2789 or by email to bkohl@du.edu.

PART VIII: LIBRARY AND INFORMATION SCIENCE COURSE OFFERINGS

LIS 3800 Educational & Information Technologies

Introduction to information technologies for personal, scholarly, and professional use. Provides extensive hands-on experience in the efficient and effective use of personal and networked computers and operating systems, introduces networks and networking concepts, and provides an overview of generic and specialized software applications. Focus will be on the use of information in educational settings. (This course may be used as a “Boot camp” for new LIS students who feel unsure of technology applications). 3 qtr. hrs.

LIS 4000 Understanding the Information User

This course is an introduction to the library and information science profession with an emphasis on the challenges of serving diverse information users. The focus is directed toward the development of a fundamental understanding of the characteristics of users including ethnic and cultural diversity, personality types, communication styles, learning theories, teaching techniques, and information processing models. The goal is to develop professionalism, commitment to excellence, and the ability to adapt communication and information delivery to the needs and preferences of the user/patron. 3 qtr. hrs.

LIS 4010 Organization of Information

This course provides an overview of the methodologies of organizing information in both electronic and paper formats. Examines indexing systems, websites, citation systems, records management systems, descriptive cataloging, indexing, classification, standards, natural language, and controlled language systems. 3 qtr. hrs.

LIS 4011 Information Access & Retrieval

Using systems for information discovery, access, and retrieval requires an understanding of characteristics of information storage media (books, videos, floppy disks, hard disks, CD-ROM, etc.), information transmission (digital and analog), and query logic. It also requires understanding the various systems for organizing types of information, including textual information, numeric, geographic, and image files. The current and existing technologies and software aiding information access and retrieval will be explored in this course. Students will experience and discuss searching systems for all types of information files stored in various media and accessed by the use of both analog and digital telecommunications systems. (Prerequisites: LIS 4010). 3 qtr. hrs.

LIS 4020 Professional Principles & Ethics

This course introduces students to writings and theories on professional ethics, values and principles of concern to information specialists and information service providers. It will challenge students to think creatively and critically in their application of ethics concepts in social, organizational, historical, and contemporary contexts. The course will briefly address the relationships between professional ethics and the laws, including copyright, intellectual freedom, first amendment rights, and confidentiality. Emphasis is placed on developing an understanding of the importance of values, professional ethics, and socially responsible behavior in the professional setting. 3 qtr. hrs.

LIS 4030 The Information Environment

This course provides an overview of the historical and contemporary generation, production, management, dissemination, and use of information. Examines the role of society, current issues in the information industries, economics of information production and services, the impact of technologies, and national information policies. 3 qtr. hrs.

LIS 4040 Management of Information Organizations

Students in this course will investigate organizational theory, behavior, and change. When students understand management theories, they will focus on the planning, organizing, staffing, budgeting, leadership, and advocacy issues found within information organizations. Students will conduct a group project, write individual papers, establish an electronic portfolio, and review management literature to demonstrate their knowledge and application of management theories and practice to types of information organizations. The instructor monitors and guides the students to ensure that they complete the course requirements in accordance with stated timeline and goals. The course evaluation will be based on the combination of individual and group participation and performance, with respect to the quality and professionalism of the research, the management of the project, and the analytical, writing and briefing skills. (Prerequisites: LIS 4000 or instructor permission). 3 qtr. hrs.

LIS 4060 Reference

Information resources include a number of different kinds of reference materials in a wide variety of formats. These include guidebooks, encyclopedias and dictionaries, indexes and abstracts, handbooks, bibliographies, biographical finding tools and biographies, data sets and much more. Many of these resources are available on-line, as well as in print and other digital formats. This course will help students identify and evaluate the most likely resources for information queries in particular settings. It will also provide the opportunity to find answers to real research questions. The course will cover the primary resources for the broad disciplines of business, humanities, sciences, social sciences and government publications in print and electronic formats. Class exercises will reflect the multidisciplinary and multicultural interests and characteristics of library users. (Prerequisites: none; Recommended: LIS 4000, LIS 4011). 3 qtr. hrs.

LIS 4070 Cataloging & Classification

Theory and practice of bibliographic control including the study of representative cataloging using *Anglo-American Cataloging Rules*, 2d ed., rev. with amendments and *Library of Congress Rule Interpretations*, machine-based representation using the USMARC formats and other standards, and subject analysis and classification using *Library of Congress Subject Headings*, *Dewey Decimal Classification*, and *Library of Congress Classification*, with principle focus on monographs, major media, sound recordings, and serials. (Prerequisite: LIS 4010). 3 qtr. hrs.

LIS 4100 Library & Information Technologies

Introduction to major applications of technology in libraries and information centers, including the role of MARC records and other standards in integrated online library systems, library catalogs and Web sites, digital libraries and shared/distributed collections. Issues affecting the design, implementation and evaluation of library technologies in practice, including vendor review and customization. No assumptions are made about the prior level of expertise of students in programming or database design. (Prerequisites: LIS 4011 or consent of instructor) 3 qtr. hrs.

LIS 4101 Information Science

Survey of historical and contemporary concepts and issues in information retrieval, including text, images and audio/video content. Theory and practice of how knowledge is represented, structured and retrieved in information systems past, present and future. (Prerequisites: LIS 4000, LIS 4010, LIS 4011) 3 qtr. hrs.

LIS 4102 User-Centered Design

Principles and strategies of the design of information systems that address the needs and preferences of users in a fundamental way. Engaging users in the process of iterative design, from needs assessment to testing and evaluation.

(Prerequisites: LIS 4000, LIS 4010, LIS 4011) 3 qtr. hrs.

LIS 4200 Information in Organizations

In order to make an effective contribution in the corporate environment, the information professional requires knowledge about organizations: types, structure, functions, and levels of operation, decision-making processes, and flow of information throughout the organization. To supply corporate information needs, an understanding of needs analysis and of information technologies that support the provision of information is required. Information professionals require an understanding of the basic features, use, effect, and management of information systems in organizations, types of systems for all levels of the organizations, the flow of information through the levels of the organization, and the integration of systems. 3 qtr. hrs.

LIS 4202 Introduction to Knowledge Technologies

The course is an overview of information technologies and trends that support knowledge management, the preservation of intellectual capital, and the connection of tacit to explicit knowledge within an organization. Students will learn basic systems for the storage, access, and retrieval of information for knowledge building. Specific systems that organize information into knowledge will be explored: knowledge bases, web pages, Internet, intranets, groupware, and decision support systems. The process of knowledge management in enterprise-wide and global networking environments will be explored.

3 qtr. hrs.

LIS 4203 Competitive Intelligence

In today's corporate environment, knowledge about competitors is critical for organizational survival. This course explores the need for competitive strategies and systems. The processes and systems are discussed in the various contexts: product-oriented, customer-oriented, financial, and behavioral. The trends, research, role of the information professional, and methodologies are related to the global environment of business and the change in focus from internal to external information orientation. The use of Internet and web-based strategies and the negative side of competitive intelligence are discussed. 3 qtr. hrs.

LIS 4204 Legal Issues in Libraries

Current corporate practice relies heavily on the production and storage of information in computer systems and on information from external systems such as the Internet. It is necessary for the information professional to understand the regulations concerning information in systems and the legal issues involved in using internal and external information sources for the management of knowledge. The history, current legislation, challenges in

compliance, and future of related legal issues for corporations in a national and global environment will be explored. 3 qtr. hrs.

LIS 4206 Web Content Management

This course will include instruction in web page creation, selection, and evaluation of web content as well as web site management. Selection of web page content will be discussed in the context of organizational knowledge management and competitive intelligence needs. Differences in information needs for provision of public information and competitive intelligence on Internet pages versus the organizational information needs of Intranets in knowledge management will be explored. This course also will address human-computer interface design to allow web page designers to create effective web pages according to established principles of design. 3 qtr. hrs.

LIS 4240 Knowledge Management

In the current corporate environment, knowledge, not information, is described as the greatest asset to an institution, and emphasis is placed on the value of systems and methods to preserve intellectual capital. The information professional can contribute traditional skills of organization and dissemination of information, and also must develop abilities to assess needs in the process of selecting and preparing information that will be synthesized into organizational knowledge. Knowledge management requires capturing tacit knowledge of the organization and combining it with explicit knowledge using information technologies such as Intranets, groupware, expert systems, and intelligent agents. 3 qtr. hrs.

LIS 4301 Information-Seeking Behaviors

This course explores various models of information-seeking behavior, and how information delivery systems can be designed to meet the needs of users in a variety of information agencies and settings. It examines assessment and evaluation tools used to judge information system effectiveness. (Prerequisite: LIS 4000 or instructor approval). 3 qtr. hrs.

LIS 4321 Collection Management

Topics addressed in this course include collection development and access policies, selection methods and practices, collection assessment, preservation and conservation, de-selection, treatment of rare material, manuscripts and archives, U.S. government publications, non-book and digital formats management, juvenile, and other special materials. 3 qtr. hrs.

LIS 4326 Research Methods in LIS

Students will participate in library-based social science research problems on selected topics. Evaluation of the research in the library and information science discipline will be emphasized. 3 qtr. hrs.

LIS 4330 Library Instruction

This course provides an introduction to the principles of library instruction and information literacy including a historical overview of their place within the profession. Emphasis is on instruction within an academic setting, but students will learn important educational theories that can be applied to a variety of settings. ACRL and AASL standards will be examined as well as types of instruction, instructional design, collaboration with faculty, various competencies, assessment, and lifelong learning. The class has a strong emphasis on public speaking, communication skills, and the practical application of educational theory. 3 qtr. hrs.

LIS 4331 Characteristics of Information Agencies

The purpose of this course is to introduce students to the settings and characteristics of diverse information agencies including academic and public libraries, elementary and secondary school library media centers, special libraries, corporate and healthcare records and research services, national libraries and archives, and museums. Students will develop problem-solving techniques using case studies and apply them to a variety of information settings. 3 qtr. hrs.

LIS 4350 Adult Materials and Services

This course provides the student with an opportunity to explore readers' advisory service from a customer's perspective. Students study the reader's advisory literature and examine all types of genre fiction. Lecture, readings and class discussion will focus on specific genres and authors within them. Students will also be required to read in all the genres. 3 qtr. hrs.

LIS 4361 Internet Reference & Research

This course, designed for providing reference services with the Internet as the primary tool, will examine the technologies and protocols that make up the Internet, uncover strengths and weaknesses of search engines, and give instruction on mining the Internet for research information. Special topics will include locating statistical information, citation verification, and evaluation of content, citing Internet sources, integrating the Internet with traditional reference service, and publishing on the Internet. (Prerequisites: LIS 4010; Recommended: LIS 4011). 3 qtr. hrs.

LIS 4362 Government Publications Resources

The U.S. government is the world's most prolific publisher, both for tangible and electronic formats. This class will cover the origin, nature, and scope of federal publications and issues related to management, organization, access, and reference services in a federal depository library. Technical/managerial aspects will cover acquisitions, organization, maintenance, bibliographic control, and technical processing. The reference component will cover congressional, presidential, executive branch, and judicial publications in all formats, together with their finding aids. 2 qtr. hrs.

LIS 4373 Business Resources

This course provides the student with an opportunity to explore information resources in business and economics. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussion, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs.

LIS 4374 Legal Resources

This course provides the student with an opportunity to explore information resources in legal materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs.

LIS 4375 Science & Technology Resources

This course provides the student with an opportunity to explore information resources in science and technology materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs.

LIS 4377 Arts & Humanities Resources

This course provides the student with an opportunity to explore information resources in social sciences materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs.

LIS 4379 Social Sciences Resources

This course provides the student with an opportunity to explore information resources in legal materials. It is a companion course to Reference (LIS 4060). Lecture, readings, class discussions, and exercises will address all formats of materials including print, non-print, electronic, and web resources. 2 qtr. hrs.

LIS 4401 Descriptive Cataloging

This course provides an overview of the principles and skills for descriptive cataloging of print, non-print, and electronic materials using the *Anglo-American Cataloging Rules, 2d ed., rev.* (2002 Ed.). Focuses on the eight MARC formats and challenges of bibliographic database building and maintenance. (Prerequisites: LIS 4010 and LIS 4400.) 3 qtr. hrs.

LIS 4402 Subject Cataloging

Provides an overview of the principles and skills needed for subject cataloging (classification and verbal) of print, non-print, and electronic materials using the *Anglo-American Cataloging Rules, 2d ed., rev.* (2002 Ed.). Focuses on the eight MARC formats and the challenges of bibliographic database building and maintenance. (Prerequisites: LIS 4000, LIS 4010, and LIS 4400). 3 qtr. hrs.

LIS 4403 Classification Schemes

Provides an overview of the principles and advanced skills needed for enumerative, faceted, analytic-synthetic classification schemes for print, non-print, and electronic materials. Focuses on the challenges of tools, and national and international data exchange standards for classification schemes. Presents the general principles, structure, and format of the Library of Congress, Dewey Decimal, Superintendent of Documents, and National Library of Medicine classification schemes. (Prerequisites: LIS 4000, LIS 4010, LIS 4070) 3 qtr. hrs.

LIS 4404 Metadata Architectures

Provides an overview of the principles and theories of metadata development in the digital environment. Focuses on the design and application of metadata schemas for distinct domains and information communities, issues in metadata interoperability, vocabulary control, quality control and evaluation. Examines international standards, activities and projects. (Prerequisites: LIS 4000, LIS 4010, LIS 4070 or LIS 4800 or LIS 4801) 3 qtr. hrs.

LIS 4405 Authority Control

Provides an overview of the principles and theories of authority control in the digital environment. Focuses on the design and application of authority records for distinct domains and information communities, issues in metadata interoperability, vocabulary control, quality control and evaluation. Examines international standards, activities and projects. (Prerequisites: LIS 4000, LIS 4010, LIS 4070) 3 qtr. hrs.

LIS 4500 Cartographic Information Management

This course provides a working familiarity with the various methods of organizing and locating cartographic information, training interpretation of information presented in the cartographic format, knowledge of the wide range of thematic (subject) information published in the cartographic format, and a working familiarity with collection development for, and acquisition of, maps and accompanying material. (Prerequisite: LIS 4010) 3 qtr. hrs.

LIS 4510 Children's Materials & Services

This course is designed to prepare librarians to work with children (ages birth to 12 years) in school and public libraries. Topics covered include children's development, reading interests and needs, materials selection, collection development (including print and non-print materials), discussions of specific genres, reading motivation skills, designing a children's area, and developing various programming ideas. Students will read/view/listen to and evaluate a wide variety of materials for and about this age group, prepare and present booktalks and stories, become familiar with review sources, and design a one-year plan for youth services in a school or public library. 3 qtr. hrs.

LIS 4511 Storytelling for All Ages

This course teaches librarians the skills, techniques, and procedures for developing and implementing a storytelling Program for children, young adults, or adults. The history of storytelling, its place in the school or public library, and in our culture as a whole, will be included. Students will read a wide variety of stories, learn techniques to adapt them for various settings and groups, demonstrate their ability to tell stories and to develop storytelling programs for two different age groups. 2 qtr. hrs.

LIS 4520 Young Adult Materials & Services

This course prepares librarians to work with young adults (ages 12-18) in school and public libraries. Topics covered include young adult development, reading interests and needs, materials selection, collection development (including print and non-print materials), and discussions of specific genres, reading motivation skills, designing a YA area, programming, and intellectual freedom issues. Participants will read/view/listen to and evaluate a wide variety of materials for and about this age group, prepare and present booktalks, become familiar with review sources, and design a one-year plan for a YA department in a small school or public library. 3 qtr. hrs.

LIS 4521 Booktalking for All Ages

This course is designed to teach librarians the skills, techniques, and procedures for developing and implementing booktalking and school visiting Programs for middle and high school aged students and adults. Students will be required to learn how to "read for booktalking," to discover types of talks that work best with different writing styles and genres, how to put together a group of books to present to a specific audience, presentation skills, changing presentations style for different groups, and how to work with school faculty and administration to set up a booktalking program in schools. How to teach booktalking to both young adults and adults, and how to set up a curriculum unit on booktalking for middle or high school students will also be included. 2 qtr. hrs.

LIS 4530 Advanced Literature & Literacy

This course defines aspects of literacy with an emphasis on the application of research to practice in promoting information literacy and literature appreciation based on information literacy standard for K-12 education. Other types of literacy such as visual, media, computer, network, and basic literacy will be addressed briefly. Attention will be given to instructional design and collaboration in the areas of reading, instruction, and literacy. Techniques for enhancing reading interest and pleasure will be addressed including book talking, book walking, storytelling and readers' theater. 3 qtr. hrs.

LIS 4540 School Library Administration

This course will investigate organizational theory, behavior, and change. When students understand management theories, they will focus on the planning, organizing, staffing, budgeting, leadership, and advocacy issues found within the school library and other information organizations. 3 qtr. hrs.

LIS 4610 Alternative Careers for Librarians

This course will explore the many different types of jobs and careers open to individuals with library-type skills. It will cover both traditional library jobs, including law librarianship, archivist work, corporate librarianship, school librarianship, and records management, as well as non-traditional career choices such as information brokering, publishing, and information advising. 3 qtr. hrs.

LIS 4620 Grant Writing & Fundraising

This course provides a focused overview of grant writing and fund development for educators and librarians. Examines development reference tools (paper, electronic, and online), websites, structuring and writing the funding request, community collaboration and partnerships, project budgeting, management, evaluation, sustainability, and reporting activities. Students will be encouraged to collaborate in the design of projects and Programs for which grant funds can be solicited or fund raising events can be sponsored. 3 qtr. hrs.

LIS 4630 Multicultural Issues in Libraries

This course offers an introduction to multicultural/diverse/special groups and the application of interdisciplinary concepts of diversity. The focus is directed toward the planning, development and delivery of library and information provision services in a multicultural society. Other topics include the study of cultural and communication traits and their role on library service planning; the role and importance of developing a mission statement, vision and long range service plan to meet the needs of specialized populations, and the development of a conceptual framework for the evaluation of library services for multicultural/diverse/special groups. 3 qtr. hrs.

LIS 4700 Special Topics in Library & Information Science

This flexible library and information science course will provide students with the opportunity to explore issues of current importance in the field. Topics and credit hours will vary and will address subjects such as emerging technologies, new methodologies, specific reader services, standards and practices, and social and economic trends in the profession. (Prerequisite courses may be recommended or required as determined by the content of the specified course). 1-5 qtr. hrs.

LIS 4800 Introduction to Archives & Records Management

This course provides an introduction to the objectives and methods of the archival and records management professions including an overview of terminology, issues, and common practices. The systematic control of records throughout their life cycle from creation through processing, distribution, organization, retrieval and archival disposition will be covered. (Prerequisites: LIS 4000, LIS 4010; or instructor permission). 3 qtr. hrs.

LIS 4801 Archival Appraisal

Archival appraisal is the most critical function of an archivist's work. Determining continuing value affects all other archival functions, and impacts individual, organizational, and societal memory. The purposes of this course are to introduce students to the basic theories, principles, techniques, and methods that archivists use for identifying and selecting information or evidence with continuing or enduring value and to enable students to compare and contrast archival appraisal to related activities in other fields. (Prerequisite: LIS 4800). 3 qtr. hrs.

LIS 4802 Archival Arrangement & Description

This course looks at the theory and practice of archival arrangement and description and the methods and means for providing intellectual access to the content of archival materials. (Prerequisites: LIS 4010, LIS 4800; or instructor permission) 3 qtr. hrs.

LIS 4803 Preservation & Conservation

The course provides an overview that includes the historical foundations of library and archival preservation, contemporary challenges and issues, and current preventative and response practices. The course covers the origin and development of professional preservation and conservation practice. Topics include ethics and principles, aspects of the history of books and printing that are relevant to materials deterioration and treatment or reformatting options, environmental monitoring and control, disaster preparedness and response, collection management strategies; reformatting practices, non-book formats, and repair and conservation treatment of collection materials. (Prerequisites: LIS 4800 or instructor permission) 3 qtr. hrs.

LIS 4804 Digital Objects & Collections

This course is designed to be an exploration of the intersection of library and archival traditions and the world of interoperable digital libraries. It will examine the existing and developing methodologies for creating, managing, preserving, and creating access to electronic records and digital objects. Topics covered include content creation standards and best practices, metadata, interoperability, sustainability, scalability of management systems, and concepts related to designing access tools and delivery systems. While not a technical course, discussion of technology and its application to digital library practices will be a major theme. (Prerequisites: LIS 4010) 3 qtr. hrs.

LIS 4805 Advanced Records Management

This course covers the establishment of information maintenance plans, evaluations and audits of records and information management Programs, the records and information survey, retention policies and legal requirements, and techniques for integrating automation to records and information management. (Prerequisites: LIS 4800 or instructor permission). 3 qtr. hrs.

LIS 4840 Archives and Manuscript Administration

Organizational theory, behavior, and change form the foundation of this course. Planning, organizing, staffing, budgeting, leadership, and advocacy issues will be addressed in the context of archives. [Prerequisites: LIS 4800 or instructor permission.] 3 qtr. hrs.

LIS 4901 Capstone Course

Students in this course will design and complete a project to demonstrate the ability to integrate and synthesize their master's course work and apply their knowledge to a topic. The class meets with an instructor regularly over the nine-week summer quarter. The instructor monitors and guides the students to ensure that they complete the phases of the project in accordance with the proposed timeline and goals. Evaluation will be based on individual performance, with respect to the quality and professionalism of the research, the management of the project, and analytical and writing skills. (Prerequisite: Minimum of 45 quarter hours of graduate LIS course work completed, including all core courses; a proposal approved by the academic advisor; faculty permission). 4 qtr. hrs.

LIS 4910 Practicum Experience

This course is designed to supplement the classroom experience by giving students practical experience working in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include fields of medicine, law, art, public, and academic libraries. It is the student's responsibility to select a practicum site and a field supervisor, who must be approved by LIS faculty. One hundred hours of service over a 10-week quarter are required. The student, faculty, and field supervisor will determine specific requirements for the final paper or report. Students must notify the LIS academic advisor one quarter before enrolling in the Practicum Experience. (Prerequisite: Completion of a minimum of 38 quarter hours of graduate LIS coursework, including all core courses). 4 qtr. hrs.

LIS 4911 Elementary School Practicum

This course is designed to provide elementary school practical experience for teacher-librarians by working a minimum of 80 hours in an elementary school library. (Prerequisites: Students must have completed most of the required coursework for the degree before enrolling in the Practicum.) 2 qtr. hrs.

LIS 4912 Secondary School Practicum

This course is designed to provide secondary school practical experience for teacher-librarians by working a minimum of 80 hours in middle or high school library. (Prerequisites: Students must have completed most of the required coursework for the degree before enrolling in the Practicum.) 2 qtr. hrs.

LIS 4920 Service Learning In Library & Information Science

This course is designed to supplement the classroom experience by giving students an opportunity to participate in a service learning project. Students will propose an independent study component highlighting the learning aspects of the project. The experience should provide practical work in a library or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include many areas related to the information needs of an underserved population. It is the student's responsibility to select a site and a field supervisor. The student, faculty coordinator,

and field supervisor will work together to establish the goals and objectives of the experience. A minimum of 40 hours of service is required for two quarter hours of credit. 2 qtr. hrs.

LIS 4991 Independent Study

Independent study projects allow students more in-depth investigation of the many facets of library and information science. Students must work with an approved faculty advisor and submit a proposal outlining the objectives, scope, outcomes, and evaluation criteria. The faculty advisor and the department director must approve proposals. (Prerequisites: Completion of a minimum of 30 quarter hours of graduate LIS coursework, including all core courses and a minimum GPA of 3.0. Variable qtr. hrs.

Other Morgridge College of Education Course Offerings

QRM 4910 Educational Research & Measurement

This course is intended for Master's students in the Morgridge College of Education. Quantitative research designs, empirical methods of data collection and interpretation, and measurement issues in research are examined. 4 qtr. hrs.

University College Courses

Up to nine hours of elective credit may be accepted from other units on campus, with PRIOR faculty advisor approval. For example, University College (UCOL) courses may be selected from Programs like *Computer Information Systems (CIS)* or *Management of Technology (MOT)*.

MLIS Curriculum Realignment

Core: 28 Units

LIS 4000: Understanding the Information User	LIS 4010: Organization of Information	LIS 4011: Information Access & Retrieval
LIS 4020: Professional Principles & Ethics	LIS 4030: The Information Environment	LIS 4060: Reference
LIS 4070: Cataloging & Classification	One management course (LIS 4040 Management of Information Organizations, LIS 4240 Knowledge Management, LIS 4540 School Library Administration, LIS 4840 Archives Administration)	QRM 4910 Educational Research and Measurement

Concentrations: 15 credits per area required

Archives & Records Management (ARM)	Resource Description & Access (RDA)	Information Science & Technology (IST)	Reference & User Services (RUS)	Knowledge Management (KM)	School Libraries (SL)
<p>Required: LIS 4800 Intro to ARM LIS 4801 Archival Appraisal LIS 4802 Arrangement, Description & Access to Archives <i>and at least two of:</i> LIS 4803 Conservation & Preservation LIS 4804 Digital Objects & Collections LIS 4805 Advanced Records Management Suggested: Other 4800-series courses LIS 4404 Metadata Architectures LIS 4321 Collection Management</p> <p>TOTAL = 15 hrs.</p>	<p>Required: LIS 4401 Descriptive Cataloging LIS 4404 Metadata Architectures <i>and at least one of:</i> LIS 4402 Subject Cataloging LIS 4403 Classification Schemes LIS 4405 Authority Control Suggested: Other 4400-series courses LIS 4321 Collection Management LIS 4804 Digital Objects & Collections LIS 4100 Library & Information Technologies</p> <p>TOTAL = 15 hrs.</p>	<p>Required: LIS 4100 Library & Information Technologies LIS 4101 Information Science <i>and at least one of:</i> LIS 4102 User-Centered Design LIS 4361 Internet Reference & Research LIS 4804 Digital Objects & Collections Suggested: LIS 4202 Introduction to Knowledge Technologies LIS 4404 Metadata Architectures LIS 4206 Web Content Management</p> <p>TOTAL = 15 hrs.</p>	<p>Required: At least 3 Specialty reference courses (2 hrs each) LIS 4330 Library Instruction <i>and at least one of:</i> LIS 4100 Library & Information Technologies LIS 4102 User-Centered Design Suggested: LIS 4361 Internet Reference & Research LIS 4321 Collection Management LIS 4350 Adult Materials and Services LIS 4510 Children's Materials and Services LIS 4520 Young Adult Materials and Service LIS 4530 Advanced Literature and Literacy</p> <p>TOTAL = 15 hrs.</p>	<p>Required: LIS 4100 Library & Information Technologies LIS 4200 Information in Organizations <i>and at least one of:</i> LIS 4203 Competitive Intelligence LIS 4204 Legal Issues in Libraries Suggested: LIS 4206 Web Content Management LIS 4321 Collection Management LIS 4404 Metadata Architectures LIS 4805 Advanced Records Management LIS 4102 User-Centered Design</p> <p>TOTAL = 15 hrs.</p>	<p>Required: LIS 4100 Library & Information Technologies LIS 4321 Collection Management LIS 4510 Children's Materials and Services LIS 4520 Young Adult Materials and Service LIS 4530 Advanced Literature and Literacy Suggested: LIS 4361 Internet Reference and Research LIS 4511 Storytelling LIS 4521 Booktalking</p> <p>TOTAL = 15 hrs.</p>

Electives: 11 units - Integrative option: After fulfilling core and concentration course and credit hour requirements, students may select elective credits from any other concentration.

Practicum: 4 units. All students also required to take LIS 4910 Practicum (4). SLM students take both LIS 4911 Elementary Practicum (2) and LIS 4912 Secondary Practicum (2) instead of LIS 4910.

Capstone. In exceptional circumstances, students may petition the LIS faculty to complete a capstone project in place of the comprehensive exam. This option requires an additional 4 units beyond the requirements of the MLIS degree.