Master of Library and Information Science (MLIS)

On-the-Ground Program

Culminating Internship-Guide
(LIS 4910, 4911, 4912)

2022 – 2023

Contents

INTRODUCTION

Welcome to the LIS 4910/11/12 Culminating Internship experience! You are about to begin one of the most exciting and fulfilling aspects of your degree plan. The Culminating Internship is an opportunity for you to apply the concepts learned in classes to the actual workplace while working under the supervision of professionals. The Field Mentor, Faculty Supervisor, faculty advisor are all cheering for your success.

Your Culminating Internship experience can be one of the most important career enhancing choices you make. You have an opportunity to creatively build your resume and develop a professional portfolio by carefully choosing your internship site, Field Mentor, and special project. Students choose internship sites for a number of reasons:

- Experiencing the general aspects of work in an information setting
  Example: Rotation through various departments of a public library

- Completing a special project with a unique learning experience
  Example: Museum of Nature and Science—Digital Collection

- Understanding different types of information-providing agencies
  Example: Denver Botanic Gardens

- Developing an area of expertise with a large project
  Example: Summer Reading Programs

Your Culminating Internship can launch your career or help you develop expertise in a particular area. It can open doors to a special experience in a particular institution. It can provide an opportunity to work closely with an expert in the field. I challenge you to choose carefully and make it the best possible experience for your new career. Your Culminating Internship will only be as good as you plan it and commit to the experience.

This Internship Handbook applies specifically to the Culminating Internship but there are also opportunities for other internships for credit or no credit. A separate handbook for these internships is available on the program website.

Remember that you, the student, are responsible for reading this Culminating Internship Handbook, asking for clarification from the Faculty Supervisor if needed, and completing all requirements for the course.

Mary Stansbury, PhD
Associate Professor
Faculty Supervisor
Library and Information Science Program
University of Denver, Morgridge College of Education

OVERVIEW OF CULMINATING INTERNSHIPS LIS 4910/4911/4912

Culminating Internship

Second year students who have completed at least 38 credit hours are required to select a three-credit Culminating Internship (LIS 4910 Culminating Internship) or three-credit capstone project (LIS 4901 Capstone) for a culminating activity. Students may choose to do both and count one as an elective. (See the Capstone Handbook for capstone details.) The Culminating Internship is a minimum of 100 hours working at an approved site with an approved Field Mentor. Most students complete the Culminating Internship in one quarter, but the field work can be spread over two or three quarters as needed. The Culminating Internship is one where the student identifies their own goals and objectives. This planned learning experience with goals and objectives is initiated by the student and expanded and approved by both the Faculty Supervisor and the Field Mentor. It is an opportunity for students to apply the theoretical classroom lessons to a supervised work experience in a library or information agency.

A limited number of year-long Culminating Internships are available in the DU University Libraries Anderson Academic Commons in various departments. All general academic internships require LIS 4702: Academic Libraries class to have been taken or taken concurrently. All archives Culminating Internships require both LIS 4800 Introduction to Archives & Records Management and LIS 4806 Advanced Archives to be completed before beginning the Culminating Internship.

Culminating Internships may be paid. All conditions of any internship must be approved the Faculty Supervisor.

OR

Teacher-Librarian Culminating Internships

Students seeking K-12 Teacher-Librarian licensure do 160 hours of fieldwork with 80 hours each in elementary and secondary school libraries (LIS 4911 Elementary School Culminating Internship and LIS 4912 Secondary School Culminating Internship—2 credits each). These internships can be done in the same or different quarters.

CULMINATING INTERNSHIP POLICIES AND PROCESSES

Course Outcomes
As a result of successfully completing one of the following classes LIS 4910/4911/4912, the student will be able to:

1. Demonstrate the ability to effectively interpret and apply theory under the supervision of a practicing librarian or information professional
2. Identify their professional strengths and weaknesses and their areas of interest as they participate in the duties and responsibilities of library and information professionals.
3. Develop and clarify professional goals.
4. Contribute in a positive way to the operations of a library or information agency.
5. Meet the individual goals and objectives identified before beginning the Culminating Internship experience.

Roles
- Field Mentor—the specialist in the library or information site who works with the student.
- Faculty Supervisor—classroom instructor who works directly with the student and Field Mentor. Also manages the internship infrastructure such as mentor approvals, permanent files, and handbook updates.
- Faculty Advisor—counselor to the student throughout program; may include internship advice. Your Faculty Advisor is assigned to you upon your admission to the MLIS program.

Approval Process
The student should select both the internship site and a Field Mentor in consultation with the Faculty Supervisor. The Faculty Supervisor must approve sites and Field Mentors before you register for the Culminating Internship course(s).

Culminating Internship Goals
The Culminating Internship is customized for each student. The student, Field Mentor, and Faculty Supervisor work together toward the achievement of the mutually agreed upon goals and objectives. The expected outcomes of the internship are to:

- Help students in the development of professional areas of interest
- Provide students with an opportunity to translate concepts and skills into professional practice
- Assist students in the clarification and development of professional goals
- Enable students to identify professional and interpersonal strengths and weaknesses
- Support students in the expansion of their professional networks and
- Encourage students to contribute in a positive way to the professional agencies, institutions, and organizations of the community.

Student Eligibility for Culminating Internship
Students must complete 38-quarter hours, including the core classes, before enrolling in the Culminating Internship (LIS 4910). Most students enroll during the last or next to last quarter of study. All students are required to complete three credit hours of a culminating experience. This can be either a Culminating Internship (work with a practicing professional) or a capstone project (work with an LIS faculty member). Students in the School Library Concentration must do internships at both elementary and secondary levels (LIS 4011 Elementary School Culminating

Internship and LIS 4012 Secondary School Culminating Internship) to qualify for institutional recommendation for the Teacher-Librarian endorsement.

Course Requirements
Students must meet requirements for three credit hours of the Culminating Internship course including class meetings, a minimum of 100 hours of on-site work, and completion of all required paperwork.

Culminating Internship Application
Before beginning the Culminating Internship, students are required to submit an application/ coversheet with goals and objectives attached. During the quarter, Culminating Internship students must submit a reflective learning journal and time log (posted at mid-term, and at the end of the term), site evaluation, final report and any additional work requested by the Faculty Supervisor. These documents must be submitted through the Canvas site for LIS 4910/4911/4912

Class Meetings
There will be a meeting of Culminating Internship students at the beginning and the end of each quarter and during the quarter as scheduled by the Faculty Supervisor.

Presentation of Work
Typically, the class requirement for the Culminating Internship will also include a public presentation of the work the student did during the internship. The structure of this presentation is described in the LIS 4910 syllabus found in APPENDIX A.

Grades
The Faculty Supervisor determines the final grade with input from the Field Mentor. Students must earn at least a "B" grade for this class to count toward their MLIS degree. If a student receives a grade lower than "B," the student will need to retake LIS 4910/4911/4912.

Professional Expectations of Student, Field Mentor, and Faculty Supervisor
While no set of guidelines can address every potential situation, the basic principles for all internships lie in the understanding that students and faculty not only represent themselves, but also represent the University of Denver, Morgridge College of Education and the Library and Information Science program. Each person involved in the internship experience is expected to demonstrate responsible, ethical, and professional behavior in setting goals, meeting responsibilities, and addressing problems. Principles include the following:

Propriety. The internship student should maintain high standards of personal conduct in the capacity of their position as a student of the University of Denver.

Competence and Growth. The internship student should strive to become proficient in professional practice and performance of professional functions and activities.

Service. The internship student should regard the service obligation to the agency, institution, or organization as a primary obligation.

Integrity. The internship student should act in accordance with the highest standards of professional integrity.

Development of Knowledge. The internship student should take responsibility for identifying, developing, and fully utilizing knowledge for professional practice.

Scholarship and Research. The internship student engaged in study and research should be guided by the conventions of scholarly inquiry.

Confidentiality. The internship student should respect the privacy of information users and hold in confidence all information obtained in the course of professional service.

Respect, Fairness, and Courtesy. The internship student should treat colleagues with respect, courtesy, fairness, and good faith.

Commitments to the Agency or Institution. The internship student should adhere to commitments made to the agency, institution, or organization.

Integrity of the Profession. The internship student should uphold and advance the values, ethics, knowledge, and mission of the profession.

Professional Dress. The internship student should dress appropriately for the standard of the library or institution where they are working—generally more formal than attending class.

Field Mentors
The Field Mentor is the on-site person in the agency or institution who, in cooperation with the Faculty Supervisor, directs the on-site internship experience.

Selection Criteria
To be considered for an appointment as a Field Mentor, a professional resume or CV must be provided. The resume should describe the person's educational background and professional work experience. It should indicate the applicant's past and current involvement in professional activities including research, presentations, continuing education, and service in professional organizations.

Field Mentors must have:

- Earned an MLS, MLIS, or the equivalent
- Completed a minimum of two years in professional practice
- Experience/expertise in the student's area of interest
- Expressed interest in teaching and/or mentoring students
- Agreed to participate in the instruction, guidance, and supervision of the internship student
- Scheduled time to plan appropriate learning experiences, provide continuous feedback, evaluate work performance, and schedule conferences with internship students and Faculty Supervisors

Field Mentor Benefits
Serving the profession as a Field Mentor can be a personally rewarding experience including opportunities to:

- Sharpen professional knowledge and skills through the Field Mentor process

- Develop teaching skills
- Strengthen ties with the University of Denver and the Library and Information Science program
- Contribute to the institution by mentoring students who bring new ideas, stimulation and/or projects to the work setting
- Contribute to the profession by participating in the learning and development of future professionals

Field Mentor Responsibilities

The following general responsibilities are expected of Field Mentors:

- Interview the internship student and approve the placement
- Assist the student in establishing appropriate goals and objectives.
- Meet, in person or in a phone call, with the Faculty Supervisor
- Coordinate and approve a work schedule for the student
- Provide the student with instruction and continuous, specific, helpful feedback on work performance (Most important! A rule of thumb is one hour for every ten hours of student work.) Report any problems with the student's performance to the Faculty Supervisor.
- Plan and implement the education experience of the student in accordance with the mutually agreed upon goals and objectives
- Manage the internship experience within the philosophy, function, and services of the agency, institution, or organization in accordance with its policies and procedures
- Complete the evaluation form (a link to an online form will be sent to each Field Mentor upon approval of the student's Culminating Internship application) at the conclusion of the internship

Faculty Supervisor Responsibilities

- Work with students to help them plan their internships
- Review and approve each student's internship application, goals, and objectives
- Work with students after they register for the course
- Identify and collect student paperwork
- Conduct an on-site or phone visit to each internship site once during the period.
- Collect and complete administrative documents
- Meet with each student as needed throughout the internship experience
- Review each student's written report and address the ways in which the objectives were met
- Evaluate agencies in terms of their appropriate effectiveness as field learning sites
- Evaluate the performance of Field Mentors and students
- Oversee the upkeep of an internship database of sites and Field Mentors
- Maintain contacts with potential Field Mentors
- Update the Internship Handbook
- Assist students in choosing appropriate sites and Field Mentors
- Make initial contacts with Field Mentors for approvals and orientations
- Serve as the program liaison to the Faculty Supervisor or serving as the Faculty Supervisor
- Manage completed internship files

Faculty Advisors

The role of the faculty advisor in the development of the internship will vary from student to student. The faculty advisor can assist the student in making wise choices while designing the internship experience.

- Encourage the student to begin early planning to maximize the internship experience
- Suggest relevant sites and/or Field Mentors in the areas of interest
- Discuss appropriate goals and objectives to complement the student's degree plan

Student Goals and Objectives

The Culminating Internship is an opportunity for students to design their own learning experience. The design is done with the advice of Faculty Supervisor and Field Mentors. The first step for the student is to identify what they want out of the experience. Ideally, students will begin thinking about their Culminating Internship experience long before defining the plan.

Once a general idea is conceived, then the student should write 3-5 general goals. Under each goal it is appropriate to identify several specific objectives. Consider the acronym SMART when writing objectives, i.e., Specific, Measurable, Attainable, Realistic and Time-bound.

Goals and objectives are sometimes called by different names in different settings such as targets, actions, etc. For the purposes of the Internship(s) we are using Goal as the general statement and Objective for the specific. The relationship is best understood when they are presented in outline form:

Goal #1
    Objective
    Objective
    Objective

Goal #2
    Objective
    Objective
    Objective

It is most important to identify goals and objectives BEFORE you speak with a potential Field Mentor. The Field Mentor may have suggestions for ways to enhance the goals and objectives, but it is critical that the student initiate the areas of focus. See the descriptions of internships, service learning, and special projects for a clear understanding of the perspective. It is a difference in perspective, and there is a fine line of distinction in many cases. The point is that "DU/the student" is initiating the focus of the Culminating Internship while in the other cases the library or information provider is initiating the project or focus of work. That is not to say that a project cannot be part of the Culminating Internship work but generally it should not be the major focus. Setting goals is an excellent way to raise the probability of success in implementing your projects and changes.

Goal Statements
Identifying the goals is the easy part. The goal statements are broad and general.

Example:

 Goal #1—To practice reference skills in a public library.

Objectives
Applying the SMART elements to your objectives is more difficult for students.
- Specific—Write the objective in one specific statement.
- Measurable—Ask yourself: "How will I know I accomplished the objective?" Is there a product, a statistic, a percentage?
- Attainable—Is it possible to do this within the required parameters?
- Realistic—Is it within reason to expect to complete the objective?
- Time-bound—Typically, "time-bound" implies a date or a deadline e.g., six months or by June 1, 2018. For internship(s) planning, think about the number of hours you expect it will take to accomplish the objectives. Think carefully about how you are spending your 100 hours of the internship(s).

Example:
Work 10 hours on the Information Desk and answer at least 20 questions with 90% accuracy by the end of the first 30 hours of the internship.

Flexibility
Your goals and objectives are not set in stone. They are simply a planning guide. Once you ave verbalized your wishes, talk with your faculty advisor and/or the Faculty Supervisor for additional input. Only then should you consider possible sites and Field Mentors where you think you can best achieve what you want out of the Culminating Internship. Once you are conducting the field work it is expected that you will make some adjustments in the time estimates as well as objectives as new opportunities or interests are revealed.

IDENTIFYING CULMINATING INTERNSHIP OPPORTUNITIES

Both your advisor and the in-Faculty Supervisor can suggest possible sites and Field Mentors. It is suggested that you identify several possible sites and Field Mentors. Make appointments to talk with them, telling them that you are investigating several possible sites. Prepare as if you are interviewing for a job. In each case, both parties are trying to find the best match. It is a good idea to update your resume and take it along with your goals and objectives when you meet with potential Field Mentors.

Remember to follow up with people you have interviewed with to thank them and update them on your progress and plans for the Culminating Internship. Keep your advisor and Faculty Supervisor updated on your plans as well.

Once you have determined the best fit for your internship, the next step is to complete the application form. To be ready for the Culminating Internship you need to have completed at least

38 hours including your core and specialization classes. If you are missing courses, your advisor and/or Faculty Supervisor can determine if you are prepared to begin the Culminating Internship. It is not fair to you or your Field Mentor to place you in an experiential situation without the course work to support your work.

Early in the fall quarter each year, the University of Denver LIS program hosts a Showcase of Opportunities. Representatives of libraries, archives, and other information sites are invited to come to campus to meet our students and to share their opportunities for experiential learning through internships, special projects, and jobs. While not all of these opportunities are suitable for a Culminating Internship, you will still be able to connect with representatives from libraries, archives, and information organizations throughout the region.

The libschool-l listserv is an essential source of information about internship opportunities. Throughout the year, faculty, staff, students, alumni, and practitioners will post information about many types of positions.

A list of sites that have recently hosted a Culminating Internship student is available in Appendix A of this handbook.

PLANNING OUTLINE

The following Planning Outline provides expectations of students enrolling and preparing to enroll in the Culminating Internship.

6 to 12 months before the Culminating Internship
- Attend the fall Showcase of Opportunities to meet representatives of libraries and information settings
- Attend the Internship Information Session offered at the Showcase of Opportunities
- Determine which quarter to enroll in the Culminating Internship. NOTE: Enrollment is officially available only during winter, spring and summer quarters but adjustments maybe made for students who need to spread the work over more than one quarter.

8-16 weeks before the Culminating Internship
- Identify 3-5 goals for the Culminating Internship; write several objectives for each goal
- Discuss ideas with your faculty advisor and the Faculty Supervisor
- Inform the Faculty Supervisor of your intent to do the Culminating Internship

6-8 weeks before the Culminating Internship
- Discuss options with the Faculty Supervisor
- Identify a site
- Meet with potential Field Mentors; take goals and objectives and updated resume
- Select the site soon after the meetings with potential Field Mentors
- Request acceptance of the Culminating Internship with the Field Mentor and verify scope of the internship.
- Verify approval of the Field Mentor with the Faculty Supervisor
- Request Field Mentor to submit a resume to the Faculty Supervisor (as needed)
- Register for the class(s)—LIS 4910 OR LIS 4911 & LIS 4912. (The two Teacher-Librarian Culminating Internships can be taken concurrently or during different quarters.)

-

3-4 weeks before the Culminating Internship
- Polish your goals and objectives and provide an overview of the field work or project
- Review proposed goals and objectives with Field Mentor and the Faculty Supervisor

1-2 weeks before the Culminating Internship
- Plan your work schedule
- Prepare Internship Application for submitting to Faculty Supervisor

During the Culminating Internship
- Attend scheduled classes
- Report promptly to the site, complete all required hours, and maintain a time sheet of hours worked
- Complete a learning journal reflecting on activities and learning
- Submit journal entries to the Faculty Supervisor in a timely manner as requested
- Schedule the site visit at a time when both Field Mentor and Faculty Supervisor can attend
- Discuss the Field Mentor's evaluation of your work at the end of the quarter
- Complete a written report at the end of the experience addressing each objective
- Prepare and present the work in a public forum
- Complete and submit all paperwork required by the deadline

Students can begin thinking about potential Culminating Internship sites and Field Mentors early in their academic work. Students are encouraged to talk with the Faculty Supervisor at any time before and during the Culminating Internship. Faculty advisors often have helpful suggestions for sites and Field Mentors.

Culminating Internship Application

The Culminating Internship application information is collected via this questionnaire: Culminating Internship Application

The information requested in the questionnaire is as follows:

Student Information
Student Name
Student E-mail
Preferred Phone
Number of hours in the MLIS program completed and will complete by the start of the internship
Quarter of internship
Beginning and ending dates

Field Mentor and Site Information
Field Mentor's Name
Field Mentor's Title and Position
Organization's Name and Primary Location
Field Mentor's Phone
Field Mentor's E-mail

Internship Plan
Brief Description of Internship Plan, including Goals and Objectives

EVALUATION INSTRUMENTS
Field Mentor's Evaluation of Student

The Culminating Internship Field Mentor's evaluation of the student asks for their perspective on the student's demonstration of professional competencies. The Field Mentor will be asked to rate specific competencies and are asked for comments on the student's strengths and areas needing improvement.

A Culminating Internship student should consider these competencies throughout the internship and should ask for clarification from the Field Mentor, and/or the Faculty Supervisor.
The student should receive periodic evaluations directly from the Field Mentor throughout the internship, and at the end of the internship. These on-site evaluations may use the components of this final student evaluation.

Each Field Mentor will be sent a link to an online questionnaire. The following items are in this evaluation questionnaire:

1. Accepts professional responsibility to learn.
2. Completes assignments in a professional manner.
3. Is reliable, e.g., meets deadlines, honors appointments, etc.
4. Demonstrates professional behavior.
5. Is responsive to feedback.
6. Demonstrates an appropriate knowledge base for an entry-level position.
7. Is well-organized.
8. Recognizes personal strengths.
9. Recognizes areas for improvement.
10. Demonstrates initiative.
11. Demonstrates resourcefulness, e.g., creative use of existing materials.
12. Maintains ethical behavior.
13. Communicates clearly in speaking.
14. Communicates clearly in writing.
15. Demonstrates cooperation with other staff members.

And these open-ended questions:

What is the student's particular strengths?
What are areas (skills, knowledge, interpersonal) in which the student might improve?

Site Evaluation by Culminating Internship Student

Complete this evaluation at the end of your Culminating Internship. This evaluation is a required component of completion of your internship responsibilities and is required before a grade will be given. If you are in the Teacher-Librarian concentration, please answer the questions for both sites, but clearly indicate which site pertains to your comments.

The questionnaire is available at: Site Evaluation by Student

The information you will need to be prepared to provide is as follows:

Student Name
Quarter
Internship Site Field Mentor's Name

Responses to these questions:
1. What were the advantages of doing an internship at this site?
2. What were the disadvantages of doing an internship at this site?
3. Would you recommend this internship site to another student? Why or why not?
4. Other comments

Culminating Internship Checklist

To be completed by the student and reviewed with the Faculty Supervisor.

Before the Internship(s) Experience

	1. Attend Showcase of Opportunities (fall quarter)
	2. Identify goals and objectives
	3. Discuss Culminating Internship options with Faculty Supervisor
	4. Investigate possible sites
	5. Update resume
	6. Meet with potential Field Mentors (take goals and objectives and updated resume)
	7. Complete the Student Application Form
	8. Field Mentor approval by Faculty Supervisor (as needed. If first time Field Mentor, provide a resume for the Faculty Supervisor.)

During the Internship(s) Experience

	9. Class meeting #1
	10. Class meeting #2
	11. Student Reflective Learning Journal and Time Log submitted to Faculty Supervisor
	12. Faculty Site/Telephone visit with Field Mentor Date:
	13. Public Presentation Date:

Closing of the Internship(s) Experience

	14. Student Report posted to Canvas
	15. Student Site Evaluation submitted to Faculty Supervisor
	16. Field Mentor Evaluation of student submitted to Faculty Supervisor

APPENDIX A: List of Recent Culminating Internship Sites

AnyThink
Auraria Library
Aurora Public Library
Boulder Public Library
Bureau of Land Management Library
Cable Center Library and Archive
Campus Middle School Library
Children's Hospital Colorado Library
Clyfford Still Museum Archives
Colorado Academy Library
Colorado Department of Transportation
Colorado Historical Society Archives
Colorado Library Consortium
Colorado School of Mines Library
Colorado State Archives
Colorado State Library
Cory Elementary Library
Davis Graham & Stubbs LLP - Records Department
Denver Academy Library
Denver Botanic Gardens Library
Denver Museum of Nature and Science Library and Archives
Denver Public Library
Douglas County Libraries: Philip S. Miller Branch
Englewood Public Library
Finromation Management Specialists
Front Range Community College
Jefferson County Public Library
Johns Manville
Johnson & Wales University Library
National Snow and Ice Data Center
Pikes Peak Library District
Regis University Library
Rocky Mountain National Park Archives
Sierra Club Archives
SM Energy
St. Mary's Academy Lower School Library
United States Air Force Academy Library
University of Colorado Anschutz Medical School Library
University of Colorado Boulder Archives
University of Colorado Boulder, Center for Research Data and Digital Scholarship
University of Colorado Boulder, William M. White Business Library
University of Colorado Boulder, Norlin Library
University of Denver Libraries
University of Denver Westminster Law Library
USDA National Wildlife Research Center