

# **Master of Library and Information Science (MLIS)**

## **On-the-Ground Program**

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

**2022 - 2023**



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## 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.

Krystyna K. Matusiak, PhD  
Associate Professor  
Faculty Supervisor  
Library and Information Science Program  
University of Denver, Morgridge College of Education  
[krystyna.matusiak@du.edu](mailto:krystyna.matusiak@du.edu)

## 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 75 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 75 hours of on-site work, and completion of all required paperwork.

### **Culminating Internship Application**

Before beginning the Culminating Internship, students need to consult their advisor and Faculty Supervisor about the selection of the internship site. At the beginning of the Culminating Internship class students are required to submit a document with an outline of internship goals and objectives. 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 B.

### **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 75 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 have 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.

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*

- Determine which quarter to enroll in the Culminating Internship. NOTE: Enrollment is officially available only during winter and spring 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
- Ask 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
- Complete the Internship Application and e-mail it 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
- Submit the outline of your goals and objectives
- 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 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. Investigate possible sites
	2. Identify goals and objectives
	3. Discuss Culminating Internship options with Faculty Supervisor
	4. Select the internship site
	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



**LIBRARY AND INFORMATION SCIENCE**  
**Morgridge College of Education – University of Denver**

**LIS 4910 Culminating Internship (3 credits)**

**COURSE SYLLABUS**

Instructor: Krystyna Matusiak, PhD

E-mail: [krystyna.matusiak@du.edu](mailto:krystyna.matusiak@du.edu)

**Course Description**

This course is designed to supplement the classroom experience by giving students practical experience working in a library, archives, or information agency. Various options are available to students depending on their areas of interest and specialization. Opportunities for experience include fields of medical, law, art, public, school, and academic libraries. After consultation with the instructor, it is the student's responsibility to select a Culminating Internship site and a field supervisor, who must be approved.

Seventy-five (75) hours of service are required. Students must meet with the LIS Culminating Internship Coordinator one quarter prior to enrolling in the Culminating Internship experience to begin the planning process. (Prerequisite: Thirty-eight quarter hours of LIS course work, including all core courses or permission of the Culminating Internship Coordinator.) School Library Culminating Internships are available only winter and spring quarters.

## **Learning Outcomes and Objectives**

As a result of successfully completing this course, the student will be able to:

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

## **Evaluation**

Your Culminating Internship instructor will assign grades. Field Mentor evaluations are factored into the final grade.

Grades are based on the following:

- Goals and Objectives
- Reflective Journal
- Field Mentor's Evaluation
- Public Presentation

## **University of Denver Honor Code**

All members of the University community are entrusted with 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. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances 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 the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

## Honor Code Statement

All members of the University of Denver are expected to uphold the values of Integrity, Respect, and Responsibility. These values embody the standards of conduct for students, faculty, staff, and administrators as members of the University community.

Our values are defined as:

- Integrity: acting in an honest and ethical manner;
- Respect: honoring differences in people, ideas, and opinions;
- Responsibility: accepting ownership for one's own conduct

Complete information regarding the DU Honor Code, the Code of Student Conduct, and related procedures can be found at [www.du.edu/honorcode](http://www.du.edu/honorcode).

## Land Acknowledgment

It is important to recognize that the University of Denver resides on lands that are held in stewardship by the Cheyenne and Arapaho tribes. It is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma and remember that it is through their sacrifices that we are able to engage in learning and collaboration to further the study of higher education. To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the John Evans Study Committee's report at: <https://portfolio.du.edu/evcomm/page/52699>

## Students with Disabilities

If you have a disability protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and need to request accommodations, please make an appointment with the Disability Services Program (DSP); 303.871.2455 / 2278 / 7432; located on the fourth floor of Ruffatto Hall.

## Grading Scale/Evaluation

Scores are posted in the Gradebook section of Canvas. Grades are based on points accumulated according to the following scale. (LIS students must make a "B-" or better in all classes):

<b>A</b> 93% -- 100%	<b>B</b> 83% -- 86%	<b>C</b> 73% -- 76%	<b>D</b> 63% -- 66%
<b>A-</b> 90% -- 92%	<b>B-</b> 80% -- 82%	<b>C-</b> 70% -- 72%	<b>D-</b> 60% -- 62%
<b>B+</b> 87% -- 89%	<b>C+</b> 77% -- 79%	<b>D+</b> 67% -- 69%	<b>F</b> 59% & below

## Schedule of Topics, Activities, and Assignments

### Class Meeting #1 Week 2

- Introductions; self, site, field mentor, goals and objectives
- Review and discussion of Handbook for Culminating Internship experiences, specifically the responsibilities of the faculty supervisor, the field mentor, and the Culminating Internship student
- Discussion of class participation and journal assignment
- Arrangement of site visits

### Class Meeting #2 Week 5

- Assignment: Mid-term Reflective Journal entries (described below)
- Updates
- Discussion of learning experiences

- Preparation for Presentation

## Week 5 through Week 9

**Site Visits**—Midway through the Culminating Internship there should be a site visit (Zoom or face-to-face) with the field mentor, student, and faculty coordinator. The student is responsible for coordinating schedules and setting up the visit. Site visits typically take 30-45 minutes. This visit should be scheduled by e-mailing the instructor or using the calendly link (see contact information above). The visit is informal, but students should review Goals and Objectives before the visit so that adjustments can be made as needed.

## Class Meeting #3 Week 9

- Presentation of Review of Culminating Internship Work
- To turn in through Canvas:
  - Complete Reflective Learning Journal with Time Log
  - Review of Culminating Internship Work
    - Written document (described below)
- Field Mentor Evaluation should be submitted through the Qualtrics survey link: [DU MLIS Internship Supervisor's Evaluation of Student](#)

## Assignments

Assignment	Points	Total Points	Due Date
A1: Goals and Objectives	100	100	Week 2
A2A: Reflective Learning Journal - mid	100	200	Week 5
A2B: Reflective Learning Journal - final	100		Week 10
A3: Review of Culminating Internship		350	Week 9
A3A: Presentation	150		
A3B: Final report	200		Week 10
A4: Field mentor evaluation	300	300	Week 10
A5: Class session and meeting participation	50	50	
<b>Total Points Possible</b>	<b>1,000</b>	<b>1,000</b>	

### A1: Goals and Objectives – 100 points, due Week 2

The goal of this assignment is to articulate students' goals and objectives. In a document consisting of approx.300 words, please describe briefly your field placement, your primary activities and responsibilities, and projects that you will be working on. Please express your expectations for the internship and comment on the relationship of your field placement to your professional goals. The outline of your goals and objectives is the main component of this document. Please outline 3-5 general goals for your internship. 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

Please discuss your goals and objectives with your Field Mentor and check the Culminating Internship Handbook for more specific guidelines.

### **A2: Reflective Learning Journal with Time Log** —200 Points for both components (100 each)

There are two components to this assignment. A mid-internship reflective learning journal (A2A) with time log, and a final reflective learning journal (A2B) with time log.

The Reflective Learning Journal with Time Log may be provided in either a document or a spreadsheet. Regardless of the form, these elements should be included in the Time Log portion:

- Date
- Name of task(s)
- Approximate amount of time spent on task(s)
- Location of task work

Journal entries should report briefly on the tasks and time spent but, primarily, your journal entries should provide reflections on how you felt about the work, your confidence level, what you learned, what you need to work on.

Entries should be  $\frac{3}{4}$  to one-page double-spaced lines for each 8-10 hours you work. By Week 5), submit a mid-term Reflective Learning Journal with Time Log. After your internship hours are completed but no later than Week 10, submit the final Reflective Learning Journal with Time Log.

### **A3: Review of Culminating Internship Work**—350 Points, due Week 5 (A3A) and Week 10 (A3B)

- Your Review will have two parts:
  - A3A: An oral presentation with visual aids such as PowerPoint, and
  - A3B: Final report – a written document

#### **A3A: Presentation** – 150 points, due Week 9

Create a **slide presentation** using PowerPoint, Prezi, or Sway to provide an overview of your field activities. Your presentation should consist of 10-12 slides. Please upload your presentation to Canvas before your class presentation. In class, provide a summary of your internship in a presentation to your class (10 - 12 min).

#### **A3B: Final report** - 200 points, due Week 10

The final report should provide a summary of your field activities and a reflection on your internship experience. Your final report should be approx. 3 pages long (900) + appendices. The written document should include the following parts:

- Introduction. Include a description of your site, field mentor, general discussion of your goals and objectives, reason for selecting the site, and any other relevant introductory material.
- Outline and discussion of your work plan. (Related to your goals and objectives.)
- Theory to Practice. Examples of your observation of theory applied to practice.
- Strengths & Challenges. Identification of your strengths and challenges.
- Your contributions. Give examples of your contributions to the operations of the library, archive or information agency.
- Your professional goals. How has the Culminating Internship Experience helped you clarify your professional goals?



- Closing comments. Your closing remarks might highlight the best part of the Culminating Internship, lessons learned, or next steps in your professional life.
- Appendices. Attach the following documents as appropriate: Outline of your Goals and Objectives; handout; PowerPoint; lesson plans; reading list; LibGuide or other relevant products of the Culminating Internship which can be made public.

**A4: Field Mentor's Evaluation** - 300 points, due Week 10

The evaluation questionnaire [DU MLIS Internship Supervisor's Evaluation of Student](https://udenver.qualtrics.com/jfe/form/SV_0TKwCk4nj1JcENo) is available in Qualtrics [https://udenver.qualtrics.com/jfe/form/SV\\_0TKwCk4nj1JcENo](https://udenver.qualtrics.com/jfe/form/SV_0TKwCk4nj1JcENo). The form needs to be completed by the Field Mentor.

This evaluation asks for the Field Mentor's perspective on the student's demonstration of professional attributes. The Field Mentor is asked to rate specific attributes and are asked for comments on strengths and areas needing improvement.