

Master of Library and Information Science (MLIS)

Onsite Program

Culminating Internship Handbook LIS 4910

2024 - 2025



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INTRODUCTION

Welcome to the LIS 4910 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 make it, and its success relies on your commitment 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. Please check with your Faculty Advisor if you are interested in additional internships or service learning for credit.

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.

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OVERVIEW OF CULMINATING INTERNSHIPS LIS 4910

Culminating Internship

Students who have completed at least 38 credit hours and all core classes 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 requires a minimum of **75 hours** of fieldwork at an approved site with an approved Field Mentor. Most students complete the Culminating Internship in one quarter, but the fieldwork 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.

All archives Culminating Internships require LIS 4800 Introduction to Archives & Records Management to be completed before beginning the Culminating Internship.

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

As part of the Culminating Internship course, students also need to reflect on the program learning outcomes and submit an Exit Essay.

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 and supervises the fieldwork.
- 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 the 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
- 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).

Course Requirements

Students must meet requirements for **three credit hours** of the Culminating Internship course including a minimum of **75 hours** of on-site work, participation in the class meetings, and completion of all required assignments including the Exit Essay.

Culminating Internship Application and Assignments

Before beginning the Culminating Internship, students need to consult their advisor and Faculty Supervisor about the selection of the internship site. Students need to complete the Culminating Internship Application two weeks before the first class session.

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, an exit essay, a final report, and any additional work requested by the Faculty Supervisor. The Exit Essay is incorporated into the Culminating Internship or Capstone class. The goal of the Exit Essay is for students to reflect on the knowledge and skills gained throughout the graduate program in relation to the program's learning outcomes. These documents must be submitted through the Canvas site for LIS 4910.

Class Meetings

There will be three class meetings of the Culminating Internship at the beginning, mid-quarter, and the end of the quarter scheduled by the Faculty Supervisor.

Presentation of Work

Typically, the class requirement for the Culminating Internship will also include a class 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 "C" grade for this class to count toward their MLIS degree. If a student receives a grade lower than "C," the student will need to retake LIS 4910.

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 over Zoom with the Faculty Supervisor at the end of the internship
- Coordinate and approve a work schedule for the student
- Provide the student with instruction and continuous, specific, helpful feedback on work performance (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 Zoom 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 serve 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 Advisor, 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

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, 2024. 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 that you think will help you to 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 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 always follow up with the 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 elective 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 coursework to support your work.

The LIS school email list 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 spring quarters in the on-the-ground program, 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 the 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(es)—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

2 weeks before the Culminating Internship

- Plan your work schedule
- Complete the Internship Application through the Qualtrics form

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 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
- Participate in the class discussion of the program learning outcomes and complete the Exit Essay
- Complete a written report at the end of the experience addressing each objective
- Prepare and present the work in a classroom presentation
- 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. Please complete **two weeks** before the first class session. The link to the [Culminating Internship Application](https://udenver.qualtrics.com/jfe/form/SV_d7siBSIZUDtU7D8) questionnaire is: https://udenver.qualtrics.com/jfe/form/SV_d7siBSIZUDtU7D8

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 and goals.

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 are the student's particular strengths?

What are areas (skills, knowledge, interpersonal) in which the student might improve?

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 two weeks before the first class session |
| | 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. Class meeting #3 Presentation Date: |

Closing of the Internship(s) Experience

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

APPENDIX A: List of Recent Culminating Internship Sites

AnyThink
Arapahoe Public Library
Auraria Library
Aurora Public Library
Boulder Public Library
Broomfield Public Library
Bureau of Land Management Library
Cable Center Library and Archive
Children's Hospital Colorado Library
City of Thornton Archives
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
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
Englewood Public Library
Front Range Community College
History Colorado
Jefferson County Public Library
Johns Manville
Johnson & Wales University Library
National Snow and Ice Data Center
Pikes Peak Library District
Red Rocks Community College
Regis University Library
Rocky Mountain National Park Archives
San Diego State University
Sierra Club Archives
SM Energy
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
University of Oregon Libraries
USDA National Wildlife Research Center
Westview Middle School
Yellowstone National Park Archives

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

LIS 4910 Culminating Internship (3 credits) – Spring 2025

COURSE SYLLABUS

Instructor: Krystyna Matusiak, PhD

E-mail: krystyna.matusiak@du.edu

Office Hours: Wednesdays, 2:00 - 3:00 p.m. in person, office KRH 246;

Mondays, 2:00 - 3:00 p.m., online on Zoom.: <https://udenver.zoom.us/my/matusiak>

To schedule an in-person or online appointment, please e-mail Krystyna.Matusiak@du.edu

Site visit appointments: Please e-mail me or use this link to schedule a time to meet with me, and for your culminating Internship Site Visit: <https://calendly.com/krystyna-matusiak/30min>

Class Zoom link:

Class Meeting Dates, Times, and Location

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 academic advisor and course 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.

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 and Final Report

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 students are expected to abide by the [University of Denver Honor Code](#). These expectations include the application of academic integrity and honesty in your class participation and assignments. Violations of these policies include, but are not limited to:

Academic Misconduct

- Plagiarism, including any representation of another's work or ideas as one's own in academic and educational submissions.
- Cheating, including any actual or attempted use of resources not authorized by the instructor(s) for academic submissions.
- Fabrication, including any falsification or creation of data, research, or resources to support academic submissions.

Inclusivity Statement

It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his/their/hir language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on other's ideas. We will negotiate other guidelines about classroom discussions throughout the course.

Land Acknowledgment

We would like to recognize that the University of Denver and the greater city of Denver reside within the traditional territories of *Hinonoieino* (Arapaho), *Tsitsista* (Cheyenne), and *Nunt'zi* (Ute). We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of

Wyoming, the Southern Cheyenne and Arapaho Tribes of Oklahoma, the Southern Ute Indian Tribe, and the Ute Mountain Ute Tribe. We also acknowledge that over 40 different Indigenous nations continue to be in relation with the lands currently called Colorado. Denver is home to many different citizens of Indigenous nations, and we recognize their enduring presence on this land by paying respects to their elders, both past and present. Please take a moment to consider the legacies of violence, displacement, migration, and resettlement that bring us together today and please join us in uncovering such truths at all public events. Now is the time to reflect upon and personally reconcile how the genocidal acts against Indigenous communities intersect with our learning, collaboration, and sharing of knowledge.

Religious Accommodations Policy

The University of Denver has an enduring commitment to diversity and inclusive excellence, including religious diversity. The University honors and respects students’ rights to observe sincerely held religious beliefs or practices and provides an educational environment in which all students are free from harassment and discrimination based on religion consistent with the requirements of federal, state and local law. As part of this commitment, the University provides reasonable accommodations for students’ sincerely held religious beliefs or practices unless the University determines that such an accommodation would fundamentally alter the curriculum or academic program.

- By the end of the second week of a course, students are expected to examine the course syllabus for potential conflicts with religious beliefs or practices and submit the Religious Accommodation Request form to seek any requested absence(s).

For more information about religious accommodation procedures: <https://inclusive-teaching.du.edu/spiritual-and-religious-diversity#policy>

Accommodating Students with Disabilities

If you have a disability/medical issue protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and need to request accommodations, please visit the [Disability Services Program website](#). You may also call 303-871-3241, e-mail: dsp@du.edu, or visit DSP at in the Driscoll Student Center South, Garden Level, Suite 22.

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 “C” or better in all classes):

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

Schedule of Topics, Activities, and Assignments

Class Meeting #1

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

Class Meeting #2

- Assignment: Reflective Journal entries
- Updates
- Discussion of learning experiences
- Discussion of program learning outcomes and Exit Essay
- Preparation for Presentation

Class Meeting #3

- 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:

Assignments

| Assignment | Points | Total Points | % | Due Date |
|--------------------------------------|--------------|--------------|-------------|----------|
| A1: Goals and Objectives | 100 | 100 | 10% | |
| A2: Reflective Learning Journal | 100 | 100 | 10% | |
| A3: Site visit | 100 | 100 | 10% | |
| A4: Review of Culminating Internship | | | | |
| A4A: Presentation | 50 | 200 | 20% | |
| A4B: Final report | 150 | | | |
| A5: Field mentor evaluation | 250 | 250 | 25% | |
| A6: Exit essay | 150 | 150 | 15% | |
| A7: Class session and participation | 100 | 100 | 10% | |
| Total Points Possible | 1,000 | 1,000 | 100% | |

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 —100 points, due Week 6

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
- Brief reflection

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.

A3: Site Visit - 100 points (10% of Final Grade), due Week 7-10

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 krystyna.matusiak@du.edu or using the calendly link: <https://calendly.com/krystyna-matusiak/30min> The visit is informal, but students should review Goals and Objectives before the visit so that adjustments can be made as needed.

A4: Review of Culminating Internship Work—200 Points, Your Review will have two parts:

- A4A: An oral presentation with visual aids such as PowerPoint, and
- A4B: Final report – a written document

A4A: Presentation – 50 points, due Week 10

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).

A4B: Final report - 150 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.

A5: Field Mentor's Evaluation - 250 points, due Week 10

The evaluation questionnaire DU MLIS Internship Supervisor's Evaluation of Student is available at 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.

A6: Exit essay

The goal of the exit essay is for students to reflect on the knowledge and skills gained throughout the graduate program in relation to the program's learning outcomes. For each of the student learning outcomes listed below, provide a brief statement describing your achievement of that outcome. You might provide specific examples for each outcome, such as an assignment or other learning experience in the context of classes taken in the program. You might also feel that you have not achieved a particular outcome; in this case, please analyze why you think so. Please do not omit any outcomes. There is no prescribed page length. A short paragraph for each outcome is sufficient. The LIS program will use these essays for program assessment.

Student Learning Outcomes

1. Develop an understanding of **historical, present, and emergent aspects of LIS** and their effect on **current** practices.
2. Use LIS **professional values and ethics** for the development of inclusive, accessible, and equitable **services, programs, and resources** in libraries, archives, and other information organizations.
3. Safeguard **intellectual freedom** and resist **ensorship** irrespective of personal views and political agendas.
4. Advocate for and facilitate equitable and open **access** to information.
5. **Engage communities** within and outside of LIS organizations based on the principles of professional **empathy, equity, inclusion, and accessibility**.
6. **Develop the skills to communicate effectively and with cultural humility in diverse professional** and community settings.
7. Communicate the value of **foundational, digital, and information literacy** for informed citizenry and inclusive societal participation.
8. Demonstrate a commitment to **lifelong learning and service** to communities and the LIS profession.
9. Acquire foundational knowledge of **administration and management** of **diverse** information organizations.
10. Apply the fundamental principles of **information organization and access** in various formats and environments, emphasizing digital information and resources.
11. Become proficient and ethical educators, managers, and creators of **technology and data**.
12. Engage in the critical evaluation and production of basic and applied **research**, supporting the values of research-to-practice and knowledge advancement.

