

Master of Library and Information Science (MLIS)

Online 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.

Some sites may require specific coursework be completed before beginning the Culminating Internship.

Culminating Internships may be paid, but those opportunities often require application to the opportunity directly by the student and there is still an internal DU process for approval to count the internship as course credit.

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

BASIC ROLES WITHIN THE PLACEMENT PROCESS

The placement process outlined here is applicable only to students enrolled in the Online MLIS@Denver Program. Students in the Online program may register for an Onsite version of the course, and vice versa. **Online MLIS@Denver students must be in contact with their Faculty Advisor and the Program Manager at least two quarters before an intended internship.**

- Student Success Advisor: Liaison between placement team and student
- Placement Specialist: Coordinates the logistics of setting up your placement; works with sites for approval and confirmation processes
- Field Instructor: Teacher for field seminar coursework
- Program Manager: Approves sites and field supervisors
- Field Mentor/Supervisor: Oversees minimum of 75 field work hours

Placement Team: The Placement Team works to introduce MLIS students to the Placement Process, identifies one qualified sites, and/or partners with students who are submitting referrals. MLIS students will work with the Placement Team from the beginning of the Placement Process until a student is confirmed in a Placement.

MLIS Students will work with a Placement Specialist, a member of the Placement Team, whose role is to:

- Conduct outreach and development within the student's community to identify a qualified placement site
- On average, Placement Specialists reach out to 25 - 50 sites per student. Most of a Placement Specialist's time is spent working with potential placement sites.
- Determine if sites fulfill MLIS@Denver Placement competencies & requirements.
- Collaborate with sites to obtain paperwork including resumes, qualification form, and other needed information as requested by faculty.
- Initiate Affiliation Agreements (legal document) to establish partnership and liability coverage. (Note: this is required for every site).
- Clearly communicate internship logistics, training, and requirements to all sites.
- Work with Practicum & Internship Coordinator to submit all placement information for MLIS@Denver faculty review. Note that all placement sites are subject to faculty/staff approval.
- Communicate with students on an ongoing basis to explain the placement process, confirm student information, and provide updates on the student's individual placement process.

MLIS @Denver Student's Role

- Students are expected to be responsive to all correspondence with the Placement Team, with a response time of at within 2 days (48 business hours, M-F).
- If students are interested in pursuing Referrals: reach out to potential placement sites to inquire about placement opportunities that meet student needs/preferences. The Placement Team cannot search for sites specific to a student's preferences, but students are welcomed and encouraged to submit referrals that can accommodate the student's preferences.
 - Submit **qualified** and interested site(s) through our Referral Form (provided by

- the Placement Team).
- Submit referrals prior to the referral deadline.
- Schedule interview with referral site once it is approved by faculty.
- Schedule an “Actual Placement Start Date” once confirmed in a placement.
- Complete all required security clearances and background check per sites’ need. Students are responsible for any costs incurred for clearance items and transportation to/from their placement.
- Acknowledge and adhere to placement policies as outlined in the MLIS@Denver Placement Handbook.

Field Mentor/Supervisor’s Role

- Meet with the student regularly for individual and/or group supervision as assigned, providing educational and developmental feedback.
- Train and supervise the intern related to site policies, protocols, mission, functions, etc.
- Assign and oversee all intern’s tasks and responsibilities.
- Encourage and support the intern’s development as a library and information science professional in the context of their placement.
- Link professional core values, vision and mission to the work the student is doing.
- Attend “virtual site visit” with the Field Instructor who is facilitating the coursework.
- Oversee completion of all intern evaluations.

INITIATING CHANGE IN PLACEMENT SITE

Rarely, students may need to change their placement site because of extenuating circumstances. This type of change can be initiated at any time, and will only be approved on a case-by-case basis with the involvement of Course Instructor, Faculty Advisor, and MLIS@Denver faculty. If a student wants to change sites based on specific circumstances, they must follow the procedure outlined below:

- a. Discuss the situation with the Course Instructor and Faculty Advisor as soon as possible.
- b. Write a letter of petition to the faculty explaining the situation and requesting a change.
- c. Wait for a faculty decision before any new site is contacted. It is very important that these steps be followed to ensure that both students and sites have the best experience possible.
- d. MLIS@Denver Faculty will communicate with the student and the Placement Team about the status of the requested change.

Note that it can take anywhere from 4 - 8 weeks (or more) for a new placement site to be identified.

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.

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.

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 C.

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.

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.

STUDENT TIMELINE

6-12 months before the culminating internship begins

- Connect with your Faculty Advisor and the Program Manager to verify that you would like to be placed.

8-16 weeks before the culminating internship begins

- Identify 3-5 goals for the culminating internship; write several objectives for each goal.
- Discuss your ideas with your faculty internship supervisor.

6-8 weeks before the culminating internship begins

- Verify approval of the field mentor with the Internship Placement coordinator.
- Register for the LIS 4910 class.

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 class sessions.
- Report promptly to the site, complete all required hours, and maintain a time sheet of hours worked (please see Syllabus for details on Time Log).
- Submit the outline of your goals and objectives.
- Complete learning journal reflections on activities and learning and responses to peers.
- Schedule the Site Visit at a time when both Field Mentor and Faculty Supervisor can attend
- 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.
- Prepare and present the work in a classroom presentation
- Complete and submit all paperwork required by the deadline

APPENDIX A
SITE EVALUATION

(To be completed by the student and submitted via an online questionnaire.)

Student_____

Quarter_____

Internship Site_____Field Mentor_____

Please answer the following questions honestly and completely.

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

APPENDIX B
EVALUATION OF STUDENT

(To be completed by the Field Mentor via an online questionnaire)

Student _____

Quarter _____

Internship Site _____

Field Mentor _____

The field mentor completes the evaluation and discusses it with the student. Both student and field mentor must sign the evaluation. The form must be returned to the faculty supervisor for review. The faculty supervisor will assign a portion of the student's grade based on the following criteria 0-100%.

1. Accepts professional responsibility to learn
2. Completes assignments in a professional manner
3. Honors schedules, appointments, and deadlines
4. Demonstrates professional knowledge and behavior
5. Remains open to feedback and evaluation
6. Organizes, plans, and completes work efficiently
7. Recognizes personal strengths
8. Recognizes areas for improvement
9. Demonstrates initiative and resourcefulness
10. Maintains ethical behavior
11. Communicates clearly in writing and speaking
12. Works cooperatively with other staff members

What were the student's particular strengths?

In what area(s) might the student improve?

General comments.

APPENDIX C

LIBRARY AND INFORMATION SCIENCE

Morgridge College of Education – University of Denver

LIS 4910 Culminating Internship (3 credits)

COURSE SYLLABUS

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. Students must consult with the Placement Team and receive approval for the site and Field Mentor.

Seventy-five hours of service are required. Students must meet with the Placement Team no later than 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 Faculty Advisor. Please e-mail your Faculty Advisor 4 months in advance of the Internship start date to review the requirements and to receive permission to register for the LIS 4910 Culminating Internship course.

Learning Outcomes and Objectives

As a result of successfully completing this course, 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

Required Text: *MLIS Culminating Internship Handbook*

LIS 4910 Roles: Consult the *MLIS Culminating Internship Handbook* for additional details.

Student	Completes the LIS 4910 requirements; follows all LIS 4910, program, and DU policies
Faculty Supervisor	Serves as the instructor of LIS 4910; provides support for students and field mentors; evaluates students' course assignments and on-site performance
Placement Team	Facilitates the placement process, including identifying sites and field mentors; communicates with students throughout the process
Field Mentor	Directs the on-site internship experience in cooperation with the faculty supervisor; evaluates the students' on-site performance.

Instructor Responsibilities

It is my role to engage students in thought-provoking class discussions, present wide-ranging perspectives, and help students understand the foundational concepts of the LIS field. I will judge students' performance fairly and in accordance with the grading policy of the program.

Student Responsibilities

Before joining the live session, students are expected to become familiar with lectures and reading materials in the course schedule. Students are expected to actively participate in class activities and discussions, contribute to group projects, and complete assignments in the manner and format stated in the instructions and on the due dates. Assignments not turned in on the due dates will be subject to point deduction. Please contact the instructor in advance if due to personal circumstances or professional responsibilities, you are unable to complete assignments by the due date.

Asynchronous Content

Participation in asynchronous activities is required. Students need to complete asynchronous activities in preparation for the live session. In order for you to be successful and fulfill your responsibilities as a member of our learning community, you must participate actively in activities and assignments prior to the live session. This means setting aside specific times in your schedule each week. Complete any responses or activities **24 hours** prior to your scheduled live session and come to the live session having viewed all the asynchronous materials. Your completion of this content is included in your participation grade.

Live Sessions

Live sessions are the required, synchronous sessions when instructor(s) and students come together using Zoom to have real-time discussions and participate in group work and other activities. You are expected to attend all live sessions. Your participation in live sessions is included in your participation grade. If you plan to miss a class session, please email the instructor in advance. Unexcused absences will result in point deductions.

E-mail

Your University of Denver e-mail address is your official address and is the one the instructor will use to initiate correspondence with you. Generally, students can expect a response within 48 hours (about 2 days), Monday-Friday. Students should also be responding to Instructors, Faculty, and Staff within the same timeframe.

Grading Scale/Evaluation

LIS students must make a "C" (2.0) or better in each individual class in order for that course credit to count toward the MLIS degree. Cumulative GPA must remain above a "B" (3.0) or the student will be put on Academic Probation. Please see the [Academic Standards](#) page of the Graduate Bulletin for more information regarding these policies.

Scores for assignments, exams, and any graded learning experience will be posted in the Gradebook. The final grade for the course is based upon the points accumulated in all required activities, e.g., assignments, with the letter grade assigned according to the following scale:

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

Incomplete Grades

An Incomplete "I" is a temporary grade that may be given at the instructor's discretion. It is intended for students who face extenuating circumstances — e.g., a sudden illness, necessary absence, or other events beyond their control — that prevent the completion of course requirements by the end of the academic term. For specific guidelines, review the Office of the Registrar's [Incomplete Grade Policy](#). Please note that an Incomplete is not a substitute for a failing grade. You must email your Instructor and copy your Academic Advisor before the end of the quarter if you are requesting an Incomplete.

Honor Code, University of Denver

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/ 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.

Disability Services

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); 303.871.3241; dsp@du.edu, located in Driscoll Center South, suite 22.

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>

Land Acknowledgement

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

Class Schedule

You will not meet in a live session every week of the quarter. However, there are weekly expectations, such as discussions and meetings with the faculty supervisor. Live sessions will meet on Weeks 1, 4, and 10.

Week	Topic	Format(s)	Assignments
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Week 1	Setting Goals, Making Plans, Working with Your Field Mentor	<ul style="list-style-type: none"> Asynchronous lecture <i>Live session</i> 	<ul style="list-style-type: none"> Acknowledgment of Policies and Responsibilities
Week 2	Reporting In	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Meeting Your Individual Goals Asynchronous Discussion
Week 3	Consultation with Faculty Supervisor	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Meet with Faculty Supervisor
Week 4	Midquarter Evaluation, Exit Essay, Preparing for Your Presentation	<ul style="list-style-type: none"> Asynchronous lecture <i>Live session</i> 	<ul style="list-style-type: none"> Asynchronous Discussion
Week 5	Reporting In	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Midquarter Log Site Visit (between Weeks 5 and 6)
Week 6	Reporting In	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Exit essay
Week 7	Consultation With Faculty Supervisor	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Meet with Faculty Supervisor
Week 8	Reporting In	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Asynchronous Discussion
Week 9	Reporting In	<ul style="list-style-type: none"> No live session 	<ul style="list-style-type: none"> Asynchronous Discussion
Week 10	Presentations	<ul style="list-style-type: none"> <i>Live session</i> 	<ul style="list-style-type: none"> Presentation of Culminating Internship Work Review of Culminating Internship Experience

Assignments

Portfolio Requirements

Your Review of Culminating Internship Work is not required for your portfolio, but is suggested.

Assignment Formatting—General Instructions

- List your name, the assignment title, and the course number in the header of your document.
- Type and double-space your written assignments using a 12-point font such as Times New Roman or 11-point Arial.
- Excluding the title page, and unless otherwise instructed, the text and references list of your document should have 1-inch margins all around.
- Use the following file formats: .doc, .docx, or .pdf.
- Provide references if you use external resources.
- Use APA in-text citation and reference list guidelines.
- Use APA document formatting guidelines.
- Submit your assignment online by the due date.

Assignment Submission Guidelines

While this course does not have live sessions each week, for assignment due date purposes assume that the scheduled class meeting day and time apply. For example, the Meeting Your Individuals Goals assignment is due Week 2 and we don't have a live session that week. If the class meeting day is Tuesdays at 5:00 p.m., your assignment is due by 5:00 p.m. on Tuesday of Week 2.

If the assignment is not submitted by due date, 15 points will be automatically deducted. For each 24-hour period the assignment is late, an additional 10 points will be deducted. Exceptions to this rule will be considered on a case-by-case basis.

Assignment	Percentage of Final Grade	Due
<i>Acknowledgment of Policies and Responsibilities</i>	Required before a student begins any on-site hours. If not submitted before on-site hours, the student may not continue with the Culminating Internship.	Prior to Week 1
<i>Meeting Your Individual Goals</i>	10%	Week 2
<i>Participation</i>	10%	Live Sessions Weeks 1, 4, 10 Reporting In Posts Weeks 2, 8, 9 Check-in Meetings Weeks 3 & 7
<i>Site Visit</i>	10%	Between Weeks 5 and 6
<i>Midquarter Log</i>	10%	Week 6
<i>Exit Essay</i>	15%	Week 6
<i>Presentation of Culminating Internship Work</i>	5%	Week 10
<i>Review of Culminating Internship Work</i>	15%	Week 10
<i>Field Mentor's Final Evaluation</i>	25%	Week 10

Meeting Your Individual Goals 10% of Final Grade

The *MLIS Culminating Internship Handbook* describes the purpose and format of your goals for your internship.

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

Goal example: To practice reference skills in a public library. (ALA Core Competencies, Item 2.A)

Objectives for goal example:

- Work 10 hours on the information desk and answer at least 20 questions with 90% accuracy.
- Observe two different library staff providing reference service for at least 2 hours with service to at least two children, two young adults, and two adults.
- Work 5 hours on the virtual reference service and answer or make referrals for at least 10 questions with 90% accuracy.

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

Participation 10% of Final Grade

Live Sessions Weeks 1, 4, 10
Reporting In Posts Weeks 2, 8, 9
Check-in Meetings Weeks 3 & 7

Discussion prompts will be found in the asynchronous course material. Each student is expected to contribute to each discussion prompt from their own perspective and provide at least three comments to other students' discussion contributions.

Your contribution should be thoughtful, clear, and constructive. Please do not consider "I agree" or "I disagree" and the like to be sufficient.

Midquarter Log

10% of Final Grade

Consult the Assignment Formatting—General Instructions for document formatting details. However, you may single-space the lines in this assignment rather than double-space.

The log should include the following information:

1. Location
2. Date [for each of your sessions at the host site]
3. Task(s) [for each date]—an overview is sufficient, but provide enough detail to be clear
4. Time spent on tasks—an approximation is sufficient, but be realistic
5. Person supervising each task
6. Brief reflection.

Site Visit

10% of Final Grade

Midway through the Culminating Internship, there should be a Zoom meeting (site visit) with the field mentor, student, and faculty supervisor. The student is responsible for coordinating schedules and setting up the visit. Site visits typically take 30 minutes or so with the time allocated as follows: 20-minute conference with field mentor(s) and a 10-minute conference with all three. The visit is informal, but students should review their goals and objectives before the visit so that adjustments can be made as needed.

Exit Essay

15% of Final Grade

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.

Presentation of Culminating Internship Work

5% of Final Grade

Your presentation will have two parts:

1. An oral presentation
2. At least one supplementary aid such as a handout, PowerPoint presentation, poster, website, video, or other complementary material

Your presentation should be between 8 and 10 minutes in length and should demonstrate professionalism.

Review of Culminating Internship Work 15% of Final Grade

The written document should include most if not all of 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 and 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*.
 - Time Log—the Time Log should include the following information:
 1. Location
 2. Date [for each of your sessions at the host site]
 3. Task(s) [for each date]
 4. Time spent on tasks
 5. Person supervising each task
 - Attach the following documents as appropriate: handout, PowerPoint presentation, lesson plans, reading list, LibGuide, or other relevant products of the Culminating Internship that can be made public.

Field Mentor's Final Evaluation 25% of Final Grade

Your field mentor will submit an updated evaluation through a link that you will provide to them.