

Guidelines for S601, S602, S605, S606

FAQ	S605 Intern	S606 Project	S601 Readings	S602 Research
Can I do this at my current worksite?	No	No	Yes	Yes
Can I work with a local professional?	Yes-required	No	Yes	Yes
Can this be done virtually (online)?	Not usually, but possible For School Media, special rules apply	Can be done at organization local to the student (not in Indianapolis)	Yes	Yes
Who is the LIS contact?	Advisor	Full time faculty member with relevant expertise	Full time faculty member with relevant expertise	Full time faculty member with relevant expertise
Can Bloomington MLS students take?	No-Z605	Yes	No-Z601	No-Z602

Overview

There are four separate options for students to follow their individual passions within the MLS program / LIS Information certificate. In course-number order:

LIS-S 601 Directed Readings: Choose a topic, learn more about it.

This consists of reading and learning, focusing on *knowledge* and *comprehension* (at the graduate level).

LIS-S 602 Directed Research: Choose a topic, and collect original data.

This is research in the sense not of “learning more/researching it for my own knowledge” but creating original knowledge.

LIS-S 605 Internship. This is an apprenticeship.

This is designed to be multifaceted, under the direction of an MLS / equivalent librarian/information professional.

LIS-S 606 Project in Information and Library Science. Apply knowledge.

This concerns the practice of library/information science that has an impact on the community, involving *application*, *evaluation*, and *synthesis*.

Points that are common to all:

- Student self-direction: Students should apply a high level of initiative in seeking out and fulfilling these courses. While sites (organizations) can offer opportunities, something that consists merely of doing what one is told is not suitable for graduate academic credit. Successful students are pro-active in seeking out opportunities, keeping up with deadlines and expectations, and making modifications as circumstances require.
- Advanced standing: Students in the MLS program should have completed at least 15

credits, including most foundational/ core courses. Certificate students should consult with an advisor.

- Faculty supervision. An LIS program faculty member will provide oversight. In many cases, a student can work closely with a librarian/information professional in the community and the two jointly report to the LIS faculty member.

S605 Internships

Examples:

- Academic library, spring semester, public services: Staff the information desk. Shadow some information literacy sessions, design and deliver some sessions. Attend librarian meetings, and meetings of librarians with faculty and staff. Learn how the library's website is managed; create LibGuides for one or more courses or topic areas; check and update website.
- Public library, summer, youth services: Provide assistance to organizer of the summer reading program. Research ways of keeping track of points and/or effectiveness of marketing. Design and deliver one or two events within the reading program or within other programs such as early literacy for caregivers.
- Archives/historical organization: Learn local system for accessioning and de-accessioning materials. Accompany archivist to meetings within the organization and to meet with donors. Learn about policies for donations. Catalog materials using local system; prepare report for supervisor on alternative systems. Update disaster recovery plan.

Details:

1. If a site has a **graduate-level information professional** on staff who can be actively involved in the student's supervision, it can sponsor an **internship**.
 - Graduate-level: any degree beyond bachelors' level, such as an MLS, an M.Ed., or an MBA.
 - Information professional: librarian, corporate librarian, information researcher, etc. Please ask if you have questions about this.
 - If the site expects the student to bring most of the expertise, think about a **project** not an internship.
2. An internship for 3 credits = 180 hours of work (60 hours per credit)
 - Work can be 'virtual' but it should include communicating and collaborating with more than one person in the organization. The intern should be introduced to similar, lower, and higher levels in the organization and "shadow" his or her supervisor in group or other meetings.
 - 180 hours can be scheduled to fit the needs of intern and of organization; they can occur before or after the end of the designated semester. (by days or weeks, not months).
3. An internship is like a mini-job with additional shadowing.
 - Sites should feel free to conduct an interview with prospective interns. Be selective, and encourage them to experience the entire job-seeking process. Sites may require resumes, transcripts, or any other materials that will help them find the best candidate and best fit.
 - Site supervisors will be asked for a supervisor's review of the intern, similar to a performance evaluation.
 - Interns keep a candid journal of their experiences, which their faculty advisor reads.
 - Interns will do in-person posters/presentations on their internships at the fall or

spring School of Informatics Student Showcase evening. Fellow students, faculty from many areas, and prospective employers attend. Consider how the internship itself and the organization will appear in this arena. *Internship presentations do not need to disclose confidential company information.*

4. Internships cannot be at a student's regular place of employment.
5. Internships sometimes can be **unpaid**:
 - Many LIS students are already working. They are not likely to be attracted to unpaid internships unless they involve an area in which the student really wants to get more experience.
 - The following sites can legally offer unpaid internships: not-for-profit organizations, government agencies, and government entities. This includes organizations such as the Indianapolis Museum of Art, a local public library, most but not all universities, some but not all hospitals.
 - For-profit organizations need to follow strict rules to have **unpaid** interns: [US Department of Labor: Wage and Hour Division](#). Interns cannot substitute for regular employees; their 'work' cannot be as valuable to the organization as that of a regular employee.
6. The deadline for a student to apply for an internship is July 15th (fall), November 15 (spring) and March 15 (summer). Not all details need to be in place, but the student does need a reasonable commitment from the organization/site.

Students: Key points

- Internships are absolutely crucial to make yourself competitive in job-seeking. The only exception is when you are preparing to move up in your current organization. Even if you have library experience, consider an internship that operates in an area you want to know more about. *You cannot do an internship where you (already) work.*
- Your goal is not a grade: it is a valuable letter of recommendation.
- You can use the internship databases (MLS and SOIC) but you ALSO can identify and arrange your own. (See Site details). *An internship must have a supervisor.*

S606 Project in Library and Info Science

Examples:

- The student advising office at a small campus has accumulated many materials of many types (videos, handouts, books, databases). The 'collection' has grown beyond the ability of new staff to learn about and existing staff to remember. Someone is needed to design and apply a functional organizational system and collection.
- A small music society has accumulated many scores, personal papers, and instruments. There is no organization or inventory, and the whole collection and organization will be moving. Someone needs to design and apply a system of organization and advise on cost effective preservation (e.g. archival boxes, digitization), both for the current move and to set up a system that can be sustained with volunteers.
 - A private company has grown into a conglomerate involved in several different industries. As it has grown, personal knowledge of the synergies between the different areas is becoming difficult to scale up. They have heard about "knowledge management systems" and need someone to examine their situation and advise about the best next steps. This project may involve only analysis, analysis plus prototyping or trial demonstrations, or full implementation.
- An academic institute has a collection of original papers from leaders in the field, as well as

other donated and collected materials. In order to preserve and increase its usefulness, it needs to be managed by a volunteer with professional-level expertise in cataloging and preservation who can advise the institute's leadership on current and future possibilities (e.g. web access?)

- An area is developing a more robust residents' association. As part of a beautification grant, they think there should be an online gateway to that neighborhood's history and resources, such as church-based archives, local social clubs, and links to those city agencies that have neighborhood information.

Details:

- The project needs to serve a particular, identifiable "community." This can be a specific organization, or an area.
- The student involved will be *the on-site information expert*, bringing relevant LIS coursework (and other experience) to the project. There will be a faculty supervisor but he or she does not "teach" the student the technical skills or background knowledge of how to do the project.
- The project must involve both design and implementation, but the balance between the two will differ according to project. The main point is for both student and site to agree on needs and responses.
- Students must do some outside reading to support the project.
- Approximately 30-45 hours of work on the project per credit is required (3 credits = 90-135 hours).
- This cannot be done as part of a student's current job position or responsibilities.
- The end result needs to include application. If it is a report on possibilities, the student should register for "Directed Readings."
- *Bloomington ILS students: This course does not exist as a BL course. For Internships, Directed Readings, and Directed Research work with ILS (Bloomington) faculty and register for Z courses. For this course, work with LIS (Indianapolis) faculty and register for this S course; it will count as part of the 9 credit maximum from Indianapolis.*

Students: Key points

- Consider this as an option when you are interested in a volunteer position where there is no professional on-site.
- Academic credit hours are flexible to allow for smaller and larger projects. A project does not need to be large or complete to qualify: in real life, learning what "chunks" of a larger initiative can be done in a certain time is a valuable skill.
- Think ahead: how will you describe this on your resume and in interviews?
- Establishing an appropriate **scope** is essential to success. Draw upon the advice of your faculty sponsors; plan sufficient sessions with the site *before the project begins* to make sure it is do-able.
- Spending time learning how to do some aspects of the project can be built in, but the main weight should be on *doing*. For "learning"-heavy situations, consider Directed Readings.

S601 Directed Readings

Examples:

- A student interested in theological libraries does a comprehensive literature search on how information literacy is applied to religion students. Because there is very little research published, he also examines information literacy standards and practices in philosophy and other areas of the humanities.
- A student in a rural library explores bookmobiles—past, present, and future. She finds out what has been published in the formal literature, and also conducts a small survey. Because the main weight is on the review of existing knowledge, she registers for "readings" not

“research.”

- A student is very interested in graphic novels, sparked by sections in Materials for Youth and in Collection Development. He organizes an entire ‘course’ on graphic novels in public libraries.
- A student uses a 1-credit Readings course to explore state-run digital libraries (e.g. Indiana Memory.) She includes interviews with librarians running the sites to find out what the up-to-the-minute issues are.
- A student worked with an IUPUI librarian to research (find what was written) issues related to public access to urban universities, in preparation for the library to revise policies.

Details:

- A Directed Readings course needs quality and quantity: Readings and activities will substitute both for required readings and for “lectures” in a normal course. Figure on 9-12 hours of effort each week for 3 credits.
- Directed Readings should be used to supplement, not replace, the regular courses. For any course that LIS already offers, contact the chair if you need to know when it will be offered next.
- Students may work with local professionals (librarians and others) on topics of mutual interest. In this case, these collaborators provide expertise and guidance, and they report to the supervising LIS faculty member about the student’s quality and quantity of work.

Students: Key Points

- Many students consider the word “research” to mean “find out about” and “learn what is known.” This is what Directed Readings is for: learn more about an area of interest.
- Follow your interests; make your program yours. Take a spark from a course and spend the time you want to, to really make it your own.
- A directed readings course is as time-consuming as a regular course; do not underestimate the time required.
- To find a supervising faculty member, start with the professor from the course that started you thinking about the topic. If not that person, ask your advisor.

S602 Directed Research

Examples:

- After S505 Evaluation, a student conducts an extensive usability study for a university library’s website.
- After S506 Research, a student conducts a survey of librarians as to how they keep themselves up to date on digital issues.
- A student designs an experiment to test reading comprehension of screen material vs. paper/print.

Details:

- “Research” in this sense is the creation of novel (new, unknown) information for the purpose of reporting to the scientific and professional community.
- Directed Research must include the gathering of actual, new, data. Any qualitative or quantitative research method may be used.
- Formal research consists of a literature review, statement of hypotheses, data-gathering, analysis, and reporting. For Directed Research, at the least, hypothesis, data-gathering, and data summary need to take place within the course itself. Students should aim to complete a draft journal article with their results, but this may not be done by the end of the semester.
- A “literature review” needs to be completed no later than 4 weeks into a normal semester, and it is ideally done before the research course even begins. This allows sufficient time for gathering data.

2017-06-06

- Research requires “institutional review board” processes, which are more time- consuming the more personal the method of gathering data. Students need to allow time to take an online research ethics course if they have not already done so.
- The best projects will be those that can be presented at local or national conferences, either as presentations or as poster sessions; or can be submitted to reputable journals. Consider the outlet for the work from the beginning of project design.

Students: Key Points

- Research is exciting and challenging. A single semester is a tight time-frame. Consider your effort’s rewards to be not just academic credit but an article, paper or presentation.
- Published or presented research makes a resume much stronger, especially for academic library positions but also for public libraries. There is a great need for research on public library topics.

Explore your idea early in S505 Evaluation or S506 Introduction to Research; consult with a faculty member. Determining what has not yet been researched is tricky.