

## ***LIS 603 (Capstone Portfolio) Revisions Effective Fall Semester 2006***

### **LIS 603 Capstone Experience in Library and Information Studies:**

The Capstone experience consists of students compiling a portfolio of work from their classes in the LIS program. This portfolio is intended to show satisfactory completion of the requirements for the MLIS degree. Faculty members will arrange to meet with the portfolio students during the semester in which they are assembling their portfolio, and will sign off on the portfolio before the end of the semester. (course description).

#### **Purpose:**

The capstone portfolio is designed to demonstrate that the student is prepared to function as a librarian at a professional level. Students in the last semester of the Master of Library and Information Studies program need to register for LIS 603. Typically, students will register for the section appropriate to their assigned advisor in the MLIS program and in the section appropriate to the site at which they are taking courses.

#### **Format:**

Students following a school licensure track will be required to submit the capstone portfolio using the *Taskstream* software. Students following other curricula have the option of using *Taskstream* or another vehicle appropriate to their portfolio with the advice and consent of their capstone advisor.

#### **Elements to be included:**

A portfolio for the MLIS degree will consist of the following prescribed elements:

1. a current resume or vitae
2. an unofficial transcript of courses taken in the MLIS program
3. a “professional development plan.” This is a statement of what the student plans for the first five years of their professional life in terms of continuing education, professional involvement, and career activities
4. the original *Statement of Professional Values* paper from LIS 600. This may be an assignment under various titles depending on who was teaching the course when the student took it.
5. a revised *Statement of Professional Values* (see below).
6. supplementary material chosen by the student to support the learning objectives discussed in the revised *Statement of Professional Values*.

### ***Statement of Professional Values:***

The *Statement of Professional Values* (revised) is a statement constructed by the student to address the issues that are core to the library and information professions. The statement should reflect the student's engagement in the issues of the profession encountered throughout his or her program of study at The University of North Carolina at Greensboro. The areas of concern in this roughly parallel the core courses in the Master of Library and Information Studies program that are reflected in the curriculum. The capstone should reflect what the student has achieved through the Master of Library and Information Studies program in terms of the five educational outcomes identified in the attached checklist. This requirement can be built on the paper submitted to the instructor of the LIS 600 course, but should be a reflection on what has transpired in the student's educational experience throughout the Master of Library and Information Studies program in each of the areas. Actual course materials submitted for the various course requirements can and should be appended to provide evidence that the individual criteria for evaluation are met.

### **Evaluation:**

LIS 603 is graded on a S/U basis. It will be evaluated on the basis of the attached rubric. Capstone portfolios are due on November 15 for the fall semester, April 15 for the spring semester, and July 15 for the summer session.

## Portfolio Clearance Form

### Department of Library and Information Studies

Semester: F \_\_\_\_\_ Spring \_\_\_\_\_ Sum \_\_\_\_\_

Student \_\_\_\_\_ ID Number \_\_\_\_\_

CAPSTONE EVALUATION		Unacceptable (1-2)	Acceptable (3-4)	Target (5-6)
Evidence of growth through <i>professional statement</i>				
	The student demonstrates an understanding of the social, legal, and ethical foundations of library and information science	Statement does not include or briefly mentions 'foundations'.  Artifacts included for this portion do not support the professional statement.	Professional statement includes a section on the ethical foundations of librarianship and informational work that demonstrates knowledge of the basics of ethical foundations of librarianship and informational work.  The artifact(s) included clearly supports an understanding of the foundations.	Professional statement includes a section on the ethical foundations of librarianship and information work that demonstrates extensive knowledge of ethical foundations of librarianship and informational work.  The artifact(s) included supports the professional statement and provides evidence of specialization in the area.
	The student is able to evaluate and apply current research and thought in the field of management	Statement does not include or briefly mentions 'management'.  Artifacts included for this portion does not support the professional statement.	Professional statement includes a section on the field of management that illustrates growth and demonstrates basic knowledge of the field of management.  The artifact(s) included clearly supports the professional statement.	Professional statement includes a section on the management that illustrates growth and demonstrates extensive knowledge of the field of management.  The artifact(s) included supports the professional statement and provides evidence of specialization in the area.
	The student demonstrates the ability to design effective solutions to meet the information needs of patrons	Statement does not include or briefly mentions 'reference'.  Artifacts included for this portion does not support the professional statement.	Professional statement includes a section on reference. The <i>reference</i> section of the professional statement illustrates growth and demonstrates knowledge of reference services.  The artifact(s) included for the <i>reference</i> section clearly supports the professional statement.	Professional statement includes a section on reference. The <i>reference</i> portion of the professional statement illustrates growth and demonstrates extensive knowledge of reference services.  The artifact(s) included for the <i>reference</i> supports the professional statement and provides evidence of specialization in the area.
	The student demonstrates an understanding of collection development principles appropriate to the mission of the parent organization	Statement does not include or briefly mentions the relationship of information sources and services to the parent organization.  Artifacts included for this portion does not support the professional statement.	Professional statement includes a section on collection development that illustrates growth and demonstrates basic knowledge of collection development  The artifact(s) included clearly supports the professional statement.	Professional statement includes a section on collection development that illustrates growth and demonstrates extensive knowledge of ethical foundations of collection development.  The artifact(s) included supports the professional statement and provides evidence of specialization in the area.

CAPSTONE EVALUATION		Unacceptable (1-2)	Acceptable (3-4)	Target (5-6)
	The student understands and applies information technology for the improvement of library services	Student does not mention technology in relation to their professional statement.	Professional statement includes a section on information technology that illustrates growth and demonstrates basic knowledge of information technology.  The artifact(s) included clearly supports the professional statement.	Professional statement includes a section on information technology. The <i>technology</i> portion of the professional statement illustrates growth and demonstrates extensive knowledge of information technology.  The artifact(s) included supports the professional statement and provides evidence of specialization in the area.
Evidence of Capstone Depth		Several elements in the portfolio lack the necessary depth of content appropriate for LIS students. Significant errors of content are present in the portfolio	The majority of the elements in the portfolio display the necessary depth of knowledge appropriate for the level of understanding of LIS students. Only insignificant errors are present in the contents of the portfolio.	Nearly all elements in the portfolio display extensive knowledge of content and are appropriate for the level of understanding of LIS students. No errors are present in the contents of the portfolio.
Evidence of Capstone Breadth		Taken as a whole, the elements in the portfolio display little breadth of content knowledge. Individual elements in the portfolio lack breadth of content knowledge appropriate to the level of understanding of LIS students.	Taken as a whole, the elements in the portfolio display breadth of content knowledge. The majority of the individual elements in the portfolio display breadth of content knowledge appropriate to the level of understanding of LIS students.	Taken as a whole, the elements in the portfolio display extensive breadth of content knowledge. Nearly all the individual elements in the portfolio display breadth of content knowledge appropriate to the level of understanding of LIS students.

**Required Elements:**

Current Resume or Vita: \_\_\_\_\_  
 Unofficial Transcript: \_\_\_\_\_  
 Professional Development Plan: \_\_\_\_\_  
 LIS 600 *Statement of Professional Values* Paper: \_\_\_\_\_  
 Professional Paper: \_\_\_\_\_  
 Supplementary Materials: \_\_\_\_\_

**Signatures:**

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Dept. Chair: \_\_\_\_\_ Date: \_\_\_\_\_