UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF INFORMATION

CAPSTONE MANUAL FOR STUDENTS

last revised April 22, 2015

This manual contains information on requirements, timing, forms, and the like for master's degree students as you prepare for and complete your required capstone experience in any of four options: professional experience and project, master's report, master's thesis, or school library practicum. For students opting to take the professional experience and project or school library practicum, this information complements, not replaces, additional requirements and instructions in your instructor's INF 388L/ INF 388R course syllabus. All forms contained in this manual are also available on the school's website to allow for easy printing or digital sending. You will also find other resources on the website, including an archive of previous capstone poster session abstracts.

Overview

As a School of Information MSIS student, you must complete a "capping" experience (hereafter, "capstone") to your academic studies, one that enables you to culminate your professional education by integrating it with the intellectual and institutional vocations toward which you are striving. This culminating experience is meant to synthesize a variety of skills, knowledge, and expertise while showing that you can design and complete an independent piece of work. As such, the capstone should fit meaningfully into your education, providing a springboard to your future career.

A capstone differs from an independent study or an internship in several important ways. An independent study is a course that you arrange to take with a particular professor of your choice (and with the professor's agreement) to explore a topic of interest to you. You may take an independent study at any point in your degree program, unlike the capstone, which you take in your final semester. An independent study need not serve as a culminating experience in the way that the capstone does, but like the capstone it is typically a deepening experience that allows you to devote an entire semester to a single, often narrow, topic. Although internships vary greatly, most are arrangements that you make with a professor and an external person (often in an organization or institution) to complete a particular project outside the normal iSchool curriculum. Often, organizations have formal internships in which they cycle interns across departments so that the students can learn about the organization and its work. That kind of internship is not at all like a capstone because a capstone requires that a student design and complete a particular piece of work, not simply "get to know" an organization. Also, like an independent study, an internship need not be a culminating experience in the same way that a capstone is, and thus you may do an internship at any point in your degree program. In sum, work that you have in mind for a capstone almost always would work instead as an internship or an independent study, but work that you line up for internships or independent studies may not qualify as

capstones. In any event, the capstone work that you design must be completed with the capstone course number (not an independent study or internship course number) in your final semester, and you must have at least 27 completed units prior to undertaking it.

Options. You may complete your capstone under one of four options, which we describe briefly here and in more detail later in this manual. Don't wait until the last minute to select an option or to arrange for a supervisor and a project or topic. Instead, talk to your advisor, our Career Development Director, professors with whom you have had classes, fellow students, and working people in your field to determine which option is best for you. No matter which option you select, you will also be required to enroll in and complete the INF 181E Electronic Portfolio course. In addition, students under all options must attend INF 388L class sessions as specified in the syllabus of that class, even if you are registered under the course number of the other options.

1. Professional Experience and Project (PEP) (INF 388L)

   In a single semester, you will complete a fieldwork-based project under the primary guidance of a field supervisor from the organization sponsoring your project. You also will attend class sessions as specified in the syllabus of the INF 388L section for which you sign up. The course instructor will provide additional guidance for all students in the class.

2. Master's report (INF 398R)

   Working with the guidance of a faculty advisor and a second faculty reader, you will write a publishable-quality paper on a topic of your choice in a single semester. You also will attend, but should not register for, INF 388L class sessions as specified in the syllabus of that class.

3. Master's thesis (INF 698A | INF 698B)

   Working with the guidance of a faculty advisor and a second faculty reader, you will write a publishable-quality paper based on your original research on a topic of your choice across two semesters. You also will attend, but should not register for, INF 388L class sessions as specified in the syllabus of that class.

4. School library practicum (INF 388R)

   A school library practicum serves as the fourth capstone option for the master's degree and is required for those students seeking Standard School Librarian Certification in the State of Texas.[1] Under the school library practicum option, you will be assigned to a school library and work under the supervision of a school librarian. You also will attend, but should not register for, INF 388L class sessions as specified in the syllabus of that class. A school library practicum involves a good deal of orientation to school libraries as you first become familiar with people, roles, and resources before carrying out everyday tasks, preparing resources and materials, and providing skills instruction.

Timing in Your Course of Study. You should undertake and complete your capstone in your final semester. Specifically, for the PEP option, the master's report, and the school library practicum, students seeking

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[1] Master's students who complete a practicum would/could declare an Endorsement of Specialization. Other students complete a practicum as a part of a post-master's Certificate of Advanced Study in School Librarianship.

master's degrees from the iSchool must have completed 27 hours of coursework AND be entering their final semester before completing their capstones. If you choose to do a master's thesis, you will begin in your penultimate semester and can enroll in INF 181E in either of your two thesis semesters. Students who enter with master's degrees and are completing only a Certificate of Advanced Study in School Librarianship may complete the Practicum in School Libraries (INF 388R) as negotiated with their individual advisors, preferably in their final semester.

Approval. The process of planning and getting approval for your capstone takes considerable time, effort, planning, coordination, and securing of signatures:

- The PEP and school library practicum require the signatures of the field supervisor and the approval of the course instructor for INF 388L/INF 388R.
- The master's report and thesis require the signatures of the supervising faculty member, the second faculty reader, and the graduate advisor.

Registration. Follow the registration procedures in Table 1 to ensure adequate time for preparation of proposals, securing of field supervisors' or faculty supervisors' signatures, and approval of proposals by the INF 388L/INF 388R course instructor or the graduate advisor. Table 2 provides examples of submission dates for registration as outlined in Table 1. The deadline for submitting proposals allows one month between your submission and the beginning of class. That month gives instructors enough time to review your proposal and, if necessary, ask you to revise it. You can expect, for example, that your instructor will ask you to shorten or expand your project scope if the workload seems inappropriate. If your instructor is unwilling to approve your proposal by the first day of class, you may be barred from taking the course. Therefore, you should work quickly and diligently to address any concerns the instructor may have, bearing in mind that the instructor holds the final authority on whether your proposal is acceptable or not.

Table 1. Registration timing/deadlines and actions for each of the four capstone options.

Option	Timing/Deadline	Action
PEP	Your penultimate semester.	• Contact organizations to discuss potential projects.
	During pre-registration and/or registration before your final semester begins.	• Enroll yourself in the e-portfolio course INF 181E. • Also enroll yourself in INF 388L.
	No later than the last class day of the semester preceding the capstone course.[2]	• Submit your completed proposal (signed by you) and letter of agreement (signed by you and your field supervisor) to the INF 388L instructor for the section in which you enrolled for next semester.
Master's Report	At least one semester before you do your capstone.	• Complete INF 397C Understanding Research.
	During pre-registration and/or registration before the semester begins.	• Enroll yourself in the e-portfolio course INF 181E. • Identify a faculty supervisor and a 2nd faculty reader. • Register for INF 398R with Graduate Coordinator Carol Carreon.
	No later than the last class day of the semester preceding the capstone course. (See footnote).	• Complete, gather signatures on, and submit to Graduate Coordinator Carol Carreon the iSchool Master's Report Proposal Form. • Download and complete required forms from the Office of Graduate Studies; ensure that your document meets all format requirements of the graduate school.
Master's Thesis	At least one semester before you do your capstone.	• Complete INF 397C Understanding Research.
	During pre-registration and/or registration before the semester begins.	• Enroll yourself in the e-portfolio course INF 181E. • Identify a faculty supervisor and a 2nd faculty reader.
	No later than the last class day of the semester preceding the capstone course for items related to INF698B; one semester earlier for items related to INF698A. (See footnote).	• Register for 698A (thesis reading) before course 698B (thesis writing); register for 698B the semester you intend to graduate. You may not repeat 698A for credit. You must take both 698A and 698B on a credit/no credit basis. Register for each course with Graduate Coordinator Carol Carreon. • Complete, gather signatures on, and submit to Graduate Coordinator Carol Carreon the iSchool Master's Thesis Proposal Form to register for 698A; to register for 698B, simply email your EID and the 698B unique course number to Carol Carreon. • Download and complete required forms from the Office of Graduate Studies; ensure that your document meets all format requirements of the graduate school.
School Library Practicum	During pre-registration and/or registration before the semester begins.	• Enroll yourself in the e-portfolio course INF 181E. • Also enroll yourself in INF 388R.
	No later than the last class day of the semester preceding the capstone course. (See footnote).	• Submit your completed proposal to Assistant Dean Carla Criner.

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[2] In summer (that is, when submitting a proposal for fall) this deadline will be the last class day for nine-week courses.

Table 2. Proposal submission dates for AY 2015-2016.

	Last day of class in previous semester	First day of class in current semester
Fall 2015	TUE 7/28	WED 8/26
Spring 2016	FRI 12/4	TUE 1/19
Summer 2016	FRI 5/6	THU 6/2

Professional Experience and Project (PEP) – INF 388L

The PEP is intended to allow you to apply the knowledge you gleaned from your coursework to a real-world problem in a real-world setting.

Time Investment. We expect you to spend approximately 125 hours on the project, spread evenly across the weeks in the semester, conducting some piece of professional work above and beyond whatever obligations you might already have at the organization. Although you may take advantage of previous work done for the sponsoring organization, and you may continue working on additional elements of the project after the course formally ends, you must structure your PEP such that it does not require more than 125 hours of work and finishes by the last day of class.

Your Role and Ours. The iSchool strives to achieve as much consistency as possible across the sections of the PEP course. Your instructor will serve as a facilitator, less a subject-matter expert and more an advisor to help you carry out this "industrial-strength" piece of work. Your project involves not only learning, but also doing; you will have true ownership of it. Your instructor will contact your field supervisor at the beginning of the semester to initiate a channel of communication and to invite feedback at any point in the semester. The primary responsibility, though, for maintaining good communication with your field supervisor and resolving any issues that come up lies with you. Your instructor is available to offer you advice and counsel, to serve as a sounding board for your concerns, to help you brainstorm solutions and, in severe instances only, to mediate issues with your field supervisor.

Finding Appropriate Projects. Many types of projects might qualify as a good PEP. One common trait of such projects is that they must provide a good mix of learning and doing. You must do a single, large project, not several small ones strung together; one of the aims of a PEP is for you to learn how to manage a considerable piece of work and to deal with the obstacles and challenges that routinely arise in long projects, not short ones. You might start by thinking about the deliverable you would like to produce or the experience you would like to gain. Examples of deliverables include usability studies, website/app design or development, dashboards of vital information, program development, business analysis or market research, information system redesign, collection overhauls, and functional or technical requirement documentation.

We advise you to look at what our recent graduates have done for examples of appropriate projects. Our online archive of previous poster session abstracts shows an impressive breadth of creative PEPs completed in scores of different settings. You can search for a potential PEP among postings in the 'Job Searching' section of iCareers. The Contact Database in iCareers is a good place to find potential supervisors; consider viewing the alumni contacts first. Talk with the Career Development Director, who has contacts at many local and national organizations. Finding a project takes time, often months. In addition, organizations are

dynamic, which means a project you arrange may fall through at the last minute. Having a back-up plan and staying in frequent contact with your field supervisor prior to the start of class are good ideas.

You may also find useful examples of inappropriate projects. Projects that involve everyday tasks, as if you were a working intern, are not appropriate. Projects whose outcome would yield little value to the organization are also inappropriate; make sure you work on a project that the organization deems a problem worth solving or a need worth filling. In this sense, projects aimed only at providing you with an understanding of an organization are not appropriate. Projects that appear not to match any of your skills are inappropriate as well, but simply repeating for an organization a task you have already done fully in a course is not desired either. Look for projects that tap and extend your skills. Projects to be done jointly with another student are also inappropriate. Although a multi-student PEP might allow you to explore a truly large project, it would introduce task and grade dependencies that we prefer to avoid in this culminating experience. In addition, because your PEP is something you are likely to discuss in interviews with employers, we want your contribution and skills to be clear and unquestioned. Finally, projects that are too large in scope, such that you cannot complete them by the end of the semester, are not appropriate, but you might successfully identify a portion of such a project that would work for your capstone.

Here are a few additional points regarding projects and sponsoring organizations:

- You may conduct your PEP where you already work, though we encourage breadth of experience. If you conduct your PEP in an organization where you already play a role, you must conduct professional work above and beyond whatever obligations you might already have.
- The organization for which you conduct the project may pay you for this effort.
- A "virtual PEP," in which you conduct the work remotely from the organization, is acceptable.
- You may conduct a PEP outside Austin. If so, we will excuse you from the requirement to attend classes. You must have a poster, however, in the poster session, even if you cannot attend.
- Your PEP may involve working with an iSchool professor or staff member, though we encourage external community involvement so that you develop professional references.
- One of the criteria the INF 388L instructor will consider when approving your project proposal will be the goodness of the match between the proposal and your iSchool education and stated professional goals.

Field Supervisor. The field supervisor need not be an expert in your domain of interest, but he or she may not be a student and must be a professional capable of evaluating the contribution of your project to the organization. Your potential field supervisor will likely want to know what his or her responsibilities will be. Your field supervisor will be responsible for:
- determining your role and liability within the organization;
- orienting you to the organization and the project;
- working with you to set your project schedule, frequency of meetings, attendance at the site, and workplace at the site if needed or desired;
- providing you guidance and feedback;
- conferring with the faculty instructor as needed; and
- evaluating your performance.

Specifically with regard to performance evaluation, your field supervisor must approve the completed PEP work for you to receive credit for the course; hence, you should go over the scope of work and the evaluation form with your field supervisor at the beginning of the project. You must give your signed evaluation to the INF 388L instructor at the end of the semester per the INF 388L syllabus instructions.

Site Requirements. The site you work with for your PEP should be an established organization. There are no restrictions on whether the environment is corporate, governmental, educational, or a non-profit. The organization should have a mission that is relevant to your iSchool education. If the organization does not have a functional website or does not seem in line with the field of information you may need to provide further documentation to your instructor as to why you think this organization is a good fit for a PEP.

Getting Approval for Your PEP. You must submit a letter of agreement and your project proposal to the capstone instructor before the deadline. Examples and forms are included in this document; forms are online. Be aware that the examples are meant to help you prepare the proposal and letter of agreement; they are not models for you to follow explicitly.

The letter of agreement and proposal are similar, except that the proposal is directed to the instructor and the letter is directed to the field supervisor.

The letter constitutes your contract with the field supervisor about what work you will perform, what the deliverables will be, and by when you will complete them. Make the letter as explicit as possible and describe what will happen should circumstances shift. For example, you might describe what you would do if it became impossible to conduct a particular task, such as stakeholder interviews. The letter of agreement probably does not need as lengthy a narrative description of the work as the proposal (see below) because the context is already known to the field supervisor. It should, however, include lists of deliverables, activities, and objectives, as well as a preliminary schedule. It should also clarify the working relationship: where you will perform the work, the manner of supervision, necessary equipment, means of evaluation, and so forth. You will need to submit a signed letter of agreement to the 388L instructor.

The proposal should include:

- a clearly stated objective and an overall description of the work to be performed;
- a set of work activities, or the tasks you will complete on the way to the final deliverable;
- the methods you will employ, to the extent that they are known (e., focus group interviews, database searches, prototyping, experimentation, use of testbenches, or surveys);
- a list of deliverables or outcomes, the expected culminating products of your work;
- the criteria for evaluation of your work (e.g., on-time delivery, working functionality, thoroughness of research, responsiveness to others, or actionable recommendations);
- a preliminary schedule with tasks and dates of completion;
- work expectations (e.g., on-site attendance, meeting attendance, dress, availability, or social media protocol);
- methods for monitoring project progress (e.g., weekly meetings with your supervisor, routine presentations, or regular emails to the department);
- a set of learning objectives that specify what you will gain from this work, as in skills you will hone or knowledge you will gain; and

- an explanation of how the project fits into your education (make sure to list courses that prepare you for this project).

Your instructor will evaluate your proposal, look for the elements stated above, and consider overall scope given the 125-hour requirement. You will need to work with your instructor to clarify and make any revisions or edits to your proposal that he or she suggests. Typically, such revisions include reducing the scope of your work (you seem to have promised too much or been too ambitious), expanding the scope of your work (you seem to have promised too little, perhaps because predicting the duration of tasks was difficult, thus some potential extensions might be added), refining your topic (e.g., your project seems outside your skill set or the broad contours of iSchool work), or correcting violations of specifications for PEP projects (e.g., you list a deadline for work past the semester end date). In all cases of revision, you will work with your instructor to reach a negotiated and acceptable version (sometimes you simply need to explain better; often the instructor is trying to remove ambiguity that could cause problems later).

Getting Credit for Your PEP. To receive credit for INF 388L, and thus for your PEP, you must complete these items:

- Class attendance. If you miss class without negotiating your absence in advance with the instructor, you risk not getting credit for your PEP. One class session typically features advice for professional presentation of self; another often provides technical information for the construction of your e-portfolio. Check your syllabus for the schedule and content of class meetings.
- Completion of periodic updates as specified by your instructor (e.g., biweekly status updates, project reflections via a course blog, or learning journal entries)
- Completed evaluation by field supervisor (form included here and online)
- Submission of poster abstract and, unless you are working at a distance, in-person participation in semester-ending poster session (for description, see separate section)

Master's Report – INF 398R

The master's report is a substantive, publishable-quality paper synthesizing a domain or area of investigation that demonstrates familiarity with major concepts and issues in a theoretical and rigorous manner. Topics may include concepts, theories, and research relevant to a field of interest to you and approved by the faculty supervisor. Your report likely will entail an exploration of problems and professional activities emerging from your program of study.

The master's report provides an opportunity to:

- develop greater understanding of a topic related to the field;
- explore problems and issues that you encountered during studies and that require in-depth review and analysis;
- reflect your learning by serving as the final product of several years of study and reflection;
- demonstrate that you are an insightful consumer of research, and can evaluate theory and research in the field;
- develop applications to a significant problem;
- represent a synthesis and application of the literature on a topic; or
- apply the critical evaluation of empirical studies on the topic.

Your report should consist of a document with a minimum of 10,000 words and supporting materials as necessary. You should format your completed report in accordance with the requirements of the Office of Graduate Studies. See Office of Graduate Studies online for forms and deadlines as well as their FAQ on format requirements.

Getting Approval for Your Master's Report. Approval for your master's report can occur only after you complete and submit to Graduate Coordinator Carol Carreon these items prior to the deadline:

- iSchool Master's Report Proposal Form (form included here and online); and
- Required forms from the Office of Graduate Studies (see online).

Getting Credit for Your Master's Report. To receive credit for INF 398R, you must complete the following items in addition to writing and submitting your report:

- Class attendance in INF388L. Although you are not enrolled for this course, it serves as the mechanism by which we relay certain information and skills to all graduating students, thus you must attend. You can find the syllabus and course schedule (it does not meet weekly) online where course information is listed. If you miss class without negotiating your absence in advance with the INF 388L instructor, you risk not getting credit for your report. One class session typically features advice for professional presentation of self; another often provides technical information for the construction of your e-portfolio.
- Submission of poster abstract and participation in semester-ending poster session (for description, see separate section).

Master's Thesis – INF 698A | INF 698B

A master's thesis is a research project resulting in a substantive paper that involves original collection or treatment of data and/or results. The final product of a master's thesis is a paper of publishable quality. The master's thesis, like the doctoral dissertation, involves original research and exemplifies an original contribution to scholarship. We cannot accept your thesis before the semester in which you apply for graduation. Format your completed thesis in accordance with the requirements of the Office of Graduate Studies. See Office of Graduate Studies for forms and deadlines as well as their FAQ on format requirements.

Your thesis might:

- include a pilot study upon which the thesis will build;
- reflect a review that is a comprehensive synthesis and analysis of relevant literature;
- feature a research study design;
- note your collection and analysis of data, with a discussion of results; and /or
- critically evaluate empirical studies on the topic.

Credit Hours. If you choose the master's thesis option (INF 698A/B), we will reduce the number of your elective credit hours by 3 (to 21), and we will increase the number of your exit semester credit hours by 3 (to 6.) We make these adjustments because the master's thesis involves 6 credit hours of work.

Getting Your Master's Thesis Approved. Approval for your master's thesis can occur only after you complete and submit to Graduate Coordinator Carol Carreon these items prior to the deadline:

- iSchool Master's Thesis Proposal Forms (one form, which you submit for 698A, included here and online); and
- Required forms from the Office of Graduate Studies (see online).

Getting Credit for Your Master's Thesis. To receive credit for INF698A/B, you must complete these items in addition to writing and submitting your thesis:

- Email notice for 698B. Your completed approval form submitted to Carol Carreon is your path to credit for INF 698A. No such form exists for 698B. To enroll in it, you must email Carol Carreon with your EID and the unique course number.
- Class attendance in INF388L. Although you are not enrolled for this course, it serves as the mechanism by which we relay certain information and skills to all graduating students, thus you must attend the semester that you take INF 698B. You can find the syllabus and course schedule (it does not meet weekly) online where course information is listed. If you miss class without negotiating your absence in advance with the INF 388L instructor, you risk not getting credit for your report. One class session typically features advice for professional presentation of self; another often provides technical information for the construction of your e-portfolio.
- Submission of poster abstract and participation in semester-ending poster session the semester you take INF698B (for description, see separate section).

School Library Practicum – INF 388R

This practicum is required for students seeking Standard School Librarian Certification in the State of Texas and involves assignment to a school library under supervision of qualified personnel. Participants will not ordinarily receive compensation, and the course is only offered credit/no credit. Only one of the following may be counted: INF 388Q, INF 388R, INF 388S. You must have consent of the school library practicum coordinator to enroll in this option.

Assignment to a Library. Because we must work within the activities of school districts and their administrative staffs, students under this option generally do not know their library assignment until the beginning of the semester in which you do your work. We will notify you of your assignment as soon as possible. Afterwards, you must make the initial contact with the librarian to begin your work.

Getting Credit for Your School Library Practicum. To receive credit for INF 388R, and thus for your school library practicum, you must complete the following items listed here. See the PEP course section for their descriptions.

- Class attendance. If you miss class without negotiating your absence in advance with the INF 388R instructor, you risk not getting credit for your PEP. One class session typically features advice for professional presentation of self; another often provides technical information for the construction of your e-portfolio. Check your syllabus for the schedule and content of class meetings.
- Completion of periodic updates as specified by your instructor (e.g., biweekly status updates, project reflections via a course blog, or learning journal entries).
- Completed evaluation by your library supervisor (form included here and online).
- Submission of poster abstract and, unless you are working at a distance, in-person participation in semester-ending poster session (for description, see separate section).

FORMS, SAMPLES, and SUGGESTIONS

included in the balance of this manual; all forms are available online for sending and printing

PEP Proposal Form

PEP Proposal Example

PEP Letter of Agreement Form

PEP Letter of Agreement Example

PEP Field Supervisor Evaluation Form

iSchool Master's Report Proposal Form

iSchool Master's Thesis Proposal Form

School Library Practicum Proposal Form

School Library Practicum Pacing Suggestions

School Library Practicum Field Supervision Evaluation Form

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF INFORMATION

PROPOSAL FOR INF 388L
PROFESSIONAL EXPERIENCE & PROJECT

STUDENT INFO

Student Name: _____ UT EID: _____

Student email address: _____

Estimated graduation date: _____

Capstone course instructor: _____

Brief proposal title: _____

SPONSORING ORGANIZATION INFO

Field supervisor name:_____

Field supervisor title:_____

Supervisor email:_____ phone:_____

Organization name: _____

Address:_____

Web site:_____

PROPOSAL

State: (1) a clearly stated objective and an overall description of the work to be performed; (2) a set of work activities, or the tasks you will complete on the way to the final deliverable, including methods as appropriate (e.g., focus group interviews, database searches, prototyping, experimentation, use of testbenches, or surveys); (3) a list of deliverables or outcomes, the expected culminating products of your work; (4) the criteria for evaluation of your work (e.g., on-time delivery, working functionality, thoroughness of research, responsiveness to others, or actionable recommendations); (5) a preliminary schedule with tasks and dates of completion; (6) work expectations (e.g., on-site attendance, meeting attendance, dress, availability, or social media protocol); (7) methods for monitoring project progress (e.g., weekly meetings with your supervisor, routine presentations, or regular emails to the department); (8) a set of learning objectives that specify what you will gain from this work, as in skills you will hone or knowledge you will gain; and (9) an explanation of how the project fits into your education (with courses specified). (Attach additional sheet if necessary.)

Student Signature   Date

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF INFORMATION

PROPOSAL FOR INF 388L
PROFESSIONAL EXPERIENCE & PROJECT

[Missing here is the student info and sponsoring organization information that you will fill out with your proposal; present here is the substantive content that follows that information.]

PROPOSAL

State: (1) a clearly stated objective and an overall description of the work to be performed; (2) a set of work activities, or the tasks you will complete on the way to the final deliverable, including methods as appropriate (e.g., focus group interviews, database searches, prototyping, experimentation, use of testbenches, or surveys); (3) a list of deliverables or outcomes, the expected culminating products of your work; (4) the criteria for evaluation of your work (e.g., on-time delivery, working functionality, thoroughness of research, responsiveness to others, or actionable recommendations); (5) a preliminary schedule with tasks and dates of completion; (6) work expectations (e.g., on-site attendance, meeting attendance, dress, availability, or social media protocol); (7) methods for monitoring project progress (e.g., weekly meetings with your supervisor, routine presentations, or regular emails to the department); (8) a set of learning objectives that specify what you will gain from this work, as in skills you will hone or knowledge you will gain; and (9) an explanation of how the project fits into your education. (Attach additional sheet if necessary.)

1. Project Objective

I am going to create a database to store and make accessible information regarding Texas butterfly specimens for [organization]. Currently, the 250 butterfly specimens are only available in display cases in Remote Library Branch. This project will determine a consistent means of cataloging the specimens and will provide access to this metadata via a database. Enabling online access to butterfly metadata will increase awareness and use of this collection for research, teaching, and hobbyist purposes, outcomes that [organization] values highly..

2. Project Activities and Methods

I will undertake the following tasks:

- Review specimen collection and existing descriptive information.
- Interview stakeholders (library staff, zoology professors and students, members of the Austin butterfly collecting club) to determine access requirements to the collection.
- Conduct subject research on butterfly collecting and morphology.
- Develop metadata schema based on specimen and metadata review, stakeholder interviews, and subject research.
- Conduct review of metadata schema with project stakeholders.
- Implement metadata schema in database.
- Develop instructions for cataloging specimens with database.
- Review instructions with project stakeholders.
- Use specimen review, stakeholder interviews, and subject research to develop functional requirements for Web site to provide access to the database.

3. Project Deliverables

I will produce the following deliverables:

- A metadata schema for the Texas butterfly specimen collections.
- A database that implements this metadata schema.

- Cataloging instructions for generating metadata about each butterfly specimen.
- A set of functional requirements for a Web site to provide access to the database.

4. Criteria for Evaluation

The field supervisor will evaluate my deliverable based on:

- Comprehensiveness of the schema. For example, does it include all specimens in the collection?
- Ease of use. Does the schema make sense, and is the database easy to use?
- Clarity of instructions. Will future workers be able to generate metadata easily?
- Appropriateness of requirements. Are the requirements reasonable and achievable?

5. Preliminary Schedule

Although unforeseen events may alter our plans, my field supervisor and I propose this preliminary schedule. I will contact her immediately if work falls significantly off this schedule. I will complete the metadata schema in March, 2015; complete the database in April, 2015, and complete cataloging instructions and Web site functional requirements in May, 2015.

6. Work Expectations

- All work will be done at the [name place].
- The database and the Web site will reside at [name place].
- I will not require desk space at [organization].
- For the purposes of this project, I will be considered a volunteer.
- I will come to [organization] for meetings as the field supervisor and I deem necessary.
- The project will end [last INF388L class day of semester].

7. Monitoring and Evaluating Student Progress

- I will email the field supervisor once a week to report progress.
- I will meet her bi-weekly to discuss progress and resolve any emerging issues.
- Changes to this statement of work will be approved by her and you.
- She will complete a final evaluation form that I will supply from the class.
- You have the final approval of credit or no credit for this project.

8. Specific Learning Objectives

At the conclusion of this project, I will have:

- developed user interviewing skills;
- translated my existing conceptual understanding of knowledge representation to a specific practical problem;
- strengthened my existing data modeling skills;
- built on my existing database implementation skills;
- developed skills in writing clear, complete cataloging guidelines; and
- developed skills in writing requirements documents that mediate between user and developer perspectives.

9. Fit with My Education

This project is a good fit with my courses in organizing information (384C), collection management (384D), and databases (385M), as well as with my less extensive work in archives (389C) and usability (385P). It brings together across these classes knowledge and skills that I have gained, but that I have yet to employ in consort in a real world project.

Student Signature   Date

PEP LETTER OF AGREEMENT FORM [remove this heading when printing]

[Field Supervisor]
[organization name]
[date]

RE: INF 388L (Professional Experience and Project) statement of work for [student name]

Dear [Field Supervisor]:

Thank you for agreeing to act as field supervisor on behalf of [organization] on my project, [enter brief description to complete sentence]. This letter summarizes our discussions thus far and will serve as our agreement regarding the particulars of the project.

1. Project Objective
[describe project in a single paragraph]

2. Project Activities and Methods
I will undertake the following tasks:

- [list tasks]

3. Project Deliverables
I will produce the following deliverables:

- [list deliverables]

4. Criteria for Evaluation
You will evaluate my deliverable based on its:
- [list criteria and give examples of how your supervisor will evaluate your work against them]

5. Preliminary Schedule

Although we recognize that unforeseen events may alter my plans, I propose this preliminary schedule. I will contact you immediately if work falls significantly off this schedule. [provide timeline of dates and deliverables]

6. Work Expectations

- [list here any expectations that your supervisor may have of you or you of your supervisor]

7. Monitoring and Evaluating Student Progress

- [list here how you will keep your supervisor advised of your progress; retain the last three bullet points below]
- Changes to this statement of work will be approved by you and the 388L instructor.
- You will complete a final evaluation form that I will supply from the class.
- My INF 388L iSchool instructor has the final approval of credit or no credit for this project.

_____   _____

Field Supervisor Signature and Date   **Student Signature and Date**

EXAMPLE LETTER OF AGREEMENT FOR PEP

[Field Supervisor]
[organization name]

RE: INF 388L (Professional Experience and Project) statement of work for [student name]

Dear [Field Supervisor]:

Thank you for agreeing to act as field supervisor on behalf of [organization] on my project, a database to store and make accessible information regarding Texas butterfly specimens. This letter summarizes our discussions thus far and will serve as our agreement regarding the particulars of the project.

1. Project Objective
Currently, the 250 butterfly specimens are only available in display cases in Remote Library Branch. This project will determine a consistent means of cataloging the specimens and will provide access to this metadata via a database. Enabling online access to butterfly metadata will increase awareness and use of this collection for research, teaching, and hobbyist purposes.

2. Project Activities and Methods
I will undertake the following tasks:

- Review specimen collection and existing descriptive information.
- Interview stakeholders (library staff, zoology professors and students, members of the Austin butterfly collecting club) to determine access requirements to the collection.
- Conduct subject research on butterfly collecting and morphology.
- Develop metadata schema based on specimen and metadata review, stakeholder interviews, and subject research.
- Conduct review of metadata schema with project stakeholders.
- Implement metadata schema in database.
- Develop instructions for cataloging specimens with database.
- Review instructions with project stakeholders.
- Use specimen review, stakeholder interviews, and subject research to develop functional requirements for Web site to provide access to the database.

3. Project Deliverables
I will produce the following deliverables:

- A metadata schema for the Texas butterfly specimen collections.
- A database that implements this metadata schema.
- Cataloging instructions for generating metadata about each butterfly specimen.
- A set of functional requirements for a Web site to provide access to the database.

4. Criteria for Evaluation
You will evaluate my deliverable based on its:
- Comprehensiveness of the schema. For example, does it include all specimens in the collection?
- Ease of use. Does the schema make sense and is the database easy to use?
- Clarity of instructions. Will future workers be able to generate metadata easily?
- Appropriateness of requirements. Are the requirement reasonable and achievable?

5. Preliminary Schedule

Although we recognize that unforeseen events may alter our plans, we propose this preliminary schedule. I will contact you immediately if work falls significantly off this schedule. I will complete the metadata schema in March, 2015; complete the database in April, 2015, and complete cataloging instructions and Web site functional requirements in May, 2015.

6. Work Expectations
- All work will be done at the [name place].
- The database and the Web site will reside at [name place].
- I will not require desk space at [organization].
- For the purposes of this project, I will be considered a volunteer.
- I will come to [organization] for meetings as we both deem necessary.
- The project will end [last INF388L class day of semester].

7. Monitoring and Evaluating Student Progress
- I will email you once a week to report progress.
- We will meet bi-weekly to discuss progress and resolve any emerging issues.
- Changes to this statement of work will be approved by you and the 388L instructor.
- You will complete a final evaluation form that I will supply from the class.
- My INF 388L iSchool instructor has the final approval of credit or no credit for this project.

_____   _____

Field Supervisor Signature and Date   **Student Signature and Date**

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Field Supervisor's Evaluation of the Student's PEP

Semester: (circle one)   Fall   Spring   Summer   Year: _____

Student:_____

Supervisor:_____

Organization:_____

Phone:_____   Email:_____

Evaluation of the Project

Please evaluate the *completed project* according to the following scale:

5 = Far Exceeded Expectations; 4 = Exceeded Expectations;
3 = Met Expectations; 2 = Was Below Expectations; 1 = Was Far Below Expectations

The finished project was in line with the terms of the letter of agreement or subsequent negotiated changes.	1 2 3 4 5
The finished project reflected quality work.	1 2 3 4 5
The finished project contributed value to the organization.	1 2 3 4 5

Evaluation of the Student

Please evaluate the *student's performance* according to the following scale:

5 = Excellent; 4 = Above Average; 3 = Average; 2 = Below Average; 1 = Poor

Creativity	1 2 3 4 5	Self-direction	1 2 3 4 5
Problem solving/Coping with change	1 2 3 4 5	Judgment/Decision making	1 2 3 4 5
Attitude and enthusiasm	1 2 3 4 5	Written communication	1 2 3 4 5
Professional demeanor	1 2 3 4 5	Verbal communication	1 2 3 4 5
Working with others	1 2 3 4 5	Knowledge	1 2 3 4 5
Time management	1 2 3 4 5	Overall performance	1 2 3 4 5

What pleased you about this project and the student's performance?

In what areas, if any, did the student struggle? What might the student have done differently?

Please provide any additional comments about this project or recommendations that might help us improve the Capstone for field supervisors and for students.

_____

Field Supervisor Signature   Date

THE UNIVERSITY OF TEXAS AT AUSTIN
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PROPOSAL FOR INF 398R
MASTER'S REPORT

COURSE INFO   INF698B Unique Number: _____

STUDENT INFO

Student Name: _____ UT EID: _____

Student email address: _____

Estimated graduation date: _____

Proposed report title: _____

Instructions: Secure the signature of the faculty sponsor and second reader, and then submit this form to the Graduate Coordinator. The Coordinator will secure the signature of the Graduate Adviser.

SIGNATURES

Supervising Faculty Member (print):   Date:

Signature:

2ND Faculty Reader (print):   Date:

Signature:

Graduate Advisor (print):   Date:

Signature:

MASTER'S REPORT PROPOSAL

Instructions: Please include in your proposal a discussion of the topic, research methods, and a tentative timeline.

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF INFORMATION

PROPOSAL FOR INF 698A
MASTER'S THESIS

COURSE INFO   INF698A Unique Number: _____

STUDENT INFO

Student Name: _____ UT EID: _____

Student email address: _____

Estimated graduation date: _____

Proposed report title: _____

Instructions: Secure the signature of the faculty sponsor and second reader, and then submit this form to the Graduate Coordinator. The Coordinator will secure the signature of the Graduate Adviser. Note: Upon completion of INF 698A, you must submit the separate INF 698B registration form by the first class day of the semester in which you need to be registered for INF 698B and INF 181E.

SIGNATURES

Supervising Faculty Member (print):   Date:

Signature:

2ND Faculty Reader (print):   Date:

Signature:

Graduate Advisor (print):   Date:

Signature:

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF INFORMATION

PROPOSAL FOR INF 388R
SCHOOL LIBRARY PRACTICUM

STUDENT INFO

Student Name: _____ UT EID: _____

Student email address: _____

Estimated graduation date: _____

Capstone course instructor: _____

Do you have a valid Texas Teaching Certificate (Please circle): Yes or No

Teaching Certificate Area:

If no, list expected date of completion of certification program: _____

Level at which you prefer practice work (Please circle):

Elementary   Middle   Senior

Area of town preferred (Please circle):

Austin   Round Rock   Other (Specify):

If it would be possible to make such an assignment, do you have any school at which you would prefer to be assigned? Please explain.

Is there a school to which you would prefer not to be assigned? Please explain.

If you have had any experience in the Austin, Round Rock or San Antonio area schools, please give the name of school(s) by role that you played per the titles below:

Student Teacher:

Volunteer:

Teacher:

Other:

Previous library experience:

Previous teaching experience (please list by district and grade level):

Pacing Suggestions for Student Librarian

First Day

Suggested activities include the following:

- Familiarize yourself with the physical layout of the library and storage areas.
- Familiarize yourself with the materials in the collection.
- "Read" the shelves in the book collection. Correct any errors in shelving.
- Familiarize yourself with circulation procedures. Work at the circulation desk.
- Shelve materials – books, audio-visual materials, magazines.
- Familiarize yourself with the public catalog or OPAC.
- Familiarize yourself with electronic resources.
- Straighten chairs.
- Examine the materials in the reference collection.
- Check to see if operation of equipment is familiar to you. Familiarize yourself with the types of equipment available for check-out and/or library use.

Approximately First Three Weeks

Orientation

- Meet with principal, secretary and office staff, and librarian. Begin getting acquainted with other staff members.
- Tour the library and the school.
- Observe the librarian in formal and informal teaching and library activities
- Familiarize yourself with the school library's policy manual and other school policies as available. (Many of these manuals are now online at the school district's website.)
- Familiarize yourself with the school district's policy concerning acceptable use of the Internet by students and teachers.
- Review the school's policy manual for copyright regulations. You need to be familiar with copyright regulations for downloading information from the Internet, multi-media production, off-air taping, and educational usage of materials in all formats.
- Learn operational routines of the school, including:
  - Special services and programs offered in the school
  - Pupil movement around the school
  - Lunch schedule
  - Attendance reports
  - Discipline policies and behavior expectations
  - Hours of operation
  - Read the school handbook or grade-level handbooks, if available.
- Get an overview of the school day for students; visit classes to get an overview of teaching strategies and classroom activities.
- Familiarize yourself with the district's, school's, and library's web pages.
- Begin becoming familiar with TEKS for grade levels and subject areas in the school as well as the school district's own standards and expectations for student learning. Make note of applications to the school library and how the librarian can integrate information literacy instruction with subject area expectations.
- Become familiar with the basic routines of the school library. Make special note of operational routines:
  - Scheduling (circulation, research, storytelling, and teaching)

- Circulation policies and processes
- School library environment, including housekeeping routines
- Location of manuals, guides to use of school library, policies
- Location of audio-visual supplies
- Location of book-repair supplies and equipment
- Kinds of records and statistics kept; make note of the types of reports generated by the automated circulation system, if available.
- Become familiar with the duties of various school library personnel and volunteers
  - Library aides, clerks, and other school library staff
  - Student assistants, library club volunteers, adult volunteers
- Media production policies and procedures.
  - Location of teacher work room
  - Location of media production equipment, such as laminator, die-cuts, poster printer, etc.
  - Types of computer graphics packages available in the school
  - Types of digital design computer software available in the school.
- Use of educational television, including off-air taping. Check on availability and scheduling of closed circuit television.
- School library's role in scheduling and circulation of materials from the Regional Education Service Center.
- Begin becoming acquainted with:
  - Professional collection
  - Periodical collection
  - Reference collection
- Learn about scheduling and operation of all audio-visual equipment.
  - Location of supplies, such as replacement bulbs for projectors
  - Learn how to replace bulbs in overhead projectors and check the functioning of other audio-visual equipment
- Learn the professional protocol (For what/whom is each person responsible?) of the school and how you as the student librarian should interact with:
  - School district staff and coordinators
  - Building principal, assistant principal
  - School secretary
  - Attendance clerk
  - Custodial staff
  - Teachers
  - Counselors
  - Volunteers

Planning

- If applicable to school library program, identify skills instruction to be provided and begin planning collaborative lessons with teachers.
- Identify teachers with whom you can collaborate in providing resources in at least three units of study in these or other areas:
  - Social Studies
  - Reading/Language Arts
  - Literature genres
  - Science
  - Math
  - Fine arts
  - Vocational education

- ⊟ Health/Physical education
- Process a few items for school library collection, from receipt of order, cataloging, processing, and introducing to users when completely processed.
- If applicable to the school library program, plan at least three experiences in sharing literature and motivating students to read through:
  - ⊟ Book talks
  - ⊟ Reading aloud
  - ⊟ Storytelling
  - ⊟ Reviewing new media materials
- Begin providing reading/listening/viewing guidance to students, teachers, and parents
- If applicable to the school library program, plan opportunities for students to give either group or individual instruction in:
  - ⊟ Use of various electronic and media equipment
  - ⊟ Simple production of materials
- Identify subject areas and grades for which student will have responsibility for recommending new materials.
- Plan for design and production of an item, set, or series of instructional media for use in the school library or in a classroom (the student has access to the iSchool instructional technology labs for completing the production)
- Plan to attend:
  - ⊟ School library selection meeting
  - ⊟ Faculty meeting, if invited
  - ⊟ PTA or other community-related meeting
  - ⊟ Professional meeting or in-service, if possible

Participation

- As ready, begin work with students in reference and research work; reading, listening and viewing guidance in choosing appropriate materials.
- Continue working at circulation desk, performing all tasks, including checking materials in and out, shelving, shelf-reading, etc.; repair or mend a few representative books, periodicals, etc.
- Prepare bulletin board or display.
- Begin reading reviews, previewing materials, examining materials in areas for which the student librarian has selection responsibility.
- If applicable to the school library program, check in materials from Processing Center.
- If applicable to the school library program, prepare materials for interlibrary loan and/or check in materials returned from interlibrary loan.

Approximately Fourth–Ninth Weeks

Orientation

- Learn about the working relationship between librarians and curriculum coordinators.
- Continue study of policy manuals, TEKs, and curriculum guides and standards.
- Continue becoming familiar with students, teachers, parents and other staff members.
- If there is a branch of the public library frequently used by students in the school, locate and visit it. Discuss with the public librarian how the students use the collection, special programs planned, and problems related to the students' use of the public library.
- Discuss with the librarian procedures for periodic tasks, such as ordering, processing, preparing materials for rebinding, selection and ordering of periodicals, interlibrary loan, budget, and supply ordering.
- Find out what part the librarian plays in the orientation of faculty at the beginning of the year.

- Find out about "beginning-of-school" tasks and procedures.
- Find out about "end-of-school" tasks and procedures, especially inventory and necessary reports on library collection and services.
- Find out about the evaluation instrument/s used in the district for professional evaluation of the librarian/library.

Planning

- Discuss with the librarian detailed plans for the activities the student librarian will lead/present.
- By the sixth week, student should review his/her progress in:
  - Completing tasks in pacing guide
  - Interpersonal skills
  - Routines and operations
  - Program plans
- Discuss the project/concern assignment with supervising librarian.

Participation

- As the supervising librarian performs periodic tasks (see Orientation), participate in as many as possible.
- If applicable to the school library program, provide formal and/or informal instruction in skills as planned. Continue to work with teachers and students in collaborative units selected earlier.
- If applicable to the school library program, present book talks, film reviews, and story sessions as planned earlier. Continue listening/viewing/reading guidance.
- If applicable to the school library program, continue instruction in the use of equipment and production.
- Carry through having responsibility for receiving of materials, cataloging, and processing of materials, if not done earlier.
- Work with librarian in preparing a book/materials order.
- Continue supervising and/or working with circulation. Learn about producing reports on overdue books, procedures for adding students and withdrawing students.
- Continue preparing bulletin boards and displays
- If media production has not been completed, do so at this time.
- Begin taking complete responsibility for the school library for periods of time when the librarian is not there.

Approximately Tenth-Thirteenth Weeks

- During this time, make observation visits to at least four or five other school libraries.
- Continue having full responsibility for school library for periods of time.
- Continue any tasks begun earlier and not completed.
- Continue working with librarians on periodic tasks.
- Give librarian a copy of your completed project/concern problem.
- Have a final (summative) conference with cooperating librarians.

<div align="center">

THE UNIVERSITY OF TEXAS AT AUSTIN
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Student School Librarian Practicum Evaluation
To Be Completed by the School Librarian

</div>

Thank you for agreeing to help with the school library practicum this semester. We ask that, as a field supervisor, you be responsible for providing professional level experiences for students who are seeking the Standard School Librarian Certificate from the Texas State Board of Educator Certification (SBEC).

The school library practicum is a formal academic course that requires 125 hours of on-site work. We ask that you provide activities that offer the student a wide array of experiences that enhance professional development. The field supervisor works in cooperation with a faculty supervisor who is a member of the faculty of the School of Information at the University of Texas at Austin (iSchool). The School (iSchool) provides a manual with suggestions for learning activities and supervision.

In addition to day-to-day supervision, the field supervisor is expected to help in the final evaluation of the student. The evaluation is placed in the student's permanent file. The student may or may not ask that it be provided to prospective employers. The faculty supervisor for the course assigns the final grades (credit or no credit).

All students who participate in the school library practicum are post-baccalaureate students, and most of them are enrolled in the Master's Program in Information Studies at the School of Information.

If you have not received the practicum manuals and other support materials please let me know as soon as possible. I also would like to have your email address, as well as phone numbers, address of your school, and a work phone number where we can reach you if needed.

THE UNIVERSITY OF TEXAS AT AUSTIN
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Student Librarian Practicum Evaluation: School Librarian

Student: _____ **Assignment:** _____

Field Supervisor: _____ **Date:** _____

Total Hours of Practicum: _____ **Dates: from** _____ **to** _____

Using a scale of 1 to 5, with 5 being the highest, place a check in the column which best describes your evaluation of the student librarian's work. Where you have no basis for evaluation, place a check in the NA ("not appropriate") column.

PROFESSIONAL APTITUDES AND POTENTIAL	1	2	3	4	5	NA
Application of basic library skills						
Selection of materials						
Reference						
Circulation routines						
Application of computer skills						
Word processing for creating documents						
Use of technology						
Ability to create and use computer graphics						
Ability to create and use multimedia products						
Application of appropriate teaching techniques						
Effective utilization of electronic and print materials						
Evidence of management skills						
Ability to maintain the established climate and atmosphere						
Ability to organize and follow through assigned tasks						
Evidence of skill in promotion and use of materials						
Evidence of good interpersonal skills with pupils & teachers						
Demonstration of ability to plan & coordinate appropriate information literacy instruction.						
Potential for professional growth						
PERSONAL QUALITIES						
Exhibits warmth and enthusiasm						
Exercises good judgment and tact						
Demonstrates initiative and creativity						
Healthy sense of humor						
Exhibits emotional and physical stamina						
Reacts well to suggestions for improvement						
Well-groomed and appropriately dressed						
Punctual and in attendance as scheduled						
Assertive when necessary						
Demonstrates strong oral & written communication skills						

ESTIMATE OF STUDENT AS PROSPECTIVE INFORMATION SPECIALIST

Check appropriate statement in each column:

____ Ability to operate independently   ____ Recommend highly

____ Ability to operate best under supervision   ____ Recommend with assurance

____ Ability to operate best with close supervision   ____ Recommend with reservation

STATEMENT OF STRENGTHS AND AREAS FOR GROWTH:

This statement may be made a part of this student's file.

_____   _____

Signature of Student Librarian   **Signature of Field Supervisor**

_____   _____

Date   **Signature of UT iSchool Faculty Advisor**