

**Palmer School of Library and Information Science  
Long Island University**

**LIS 690 INTERNSHIP SYLLABUS**

**Course Description:**

The internship is intended to provide students with a professional experience that demonstrates the nature of the responsibilities and roles of librarians, archivists, and information professionals. The intention of this internship is for students to apply the theory and knowledge they have gained through their coursework. Students will be eligible to begin this internship when the following courses have been completed: LIS 510, 511, 512, and 514, and when they have earned a total of 27 credits.

This course consists of a total of 120 hours of supervised internship work in a library, museum, corporate, cultural, archival, or other appropriate information setting. The class seminar associated with the internship meets a total of three times.

This internship is governed by a Learning Contract that forms a three way partnership of students, site supervisors, who must be practicing librarians, archivists, or information professionals, and Palmer School faculty.

**Site selection is the responsibility of the intern, with the guidance of a faculty advisor, and it is expected that sites are chosen the semester prior to registering for LIS 690.** If a student needs suggestions for sites, contact the Director of Internships, Heather Ranieri, or Alice Flynn, or one of the professors of your library/ information center specialty. Ultimately, it is the responsibility of the student to ascertain that the site s/he selects is one that will offer a quality learning experience in an appropriate environment. Internship faculty will

assess the intern's performance in consultation with the site supervisor.

The following are the **main objectives and assessment methods for the internship**. Students are expected to put "theory to practice" within an information organization. This will be assessed through internship activities, journal entries or reflective essay (based on your instructor's directions.) Students are expected to communicate effectively with diverse audiences; this is assessed through early or pre-internship activities, such as finding an appropriate site, developing a learning contract in partnership with the site supervisor and choosing appropriate student learning objectives that will govern the internship activities, based on the Palmer School Student Learning Outcomes (April 2016).

### **Student intern criteria**

Student interns must meet the following criteria:

- Maintain a 3.0 grade point average or above.
- Successfully apply to the site and complete an interview with representatives at the host site (if required).
- Register for LIS 690.
- Arrange a schedule that is mutually agreed upon by both the site supervisor and the student.
- Prepare the Learning Contract in collaboration with the site supervisor, which is to be signed by the faculty advisor, the site supervisor, and the student. The Learning Contract governs the activities and experiences of the intern.

It is important for interns to carefully select appropriate Student Learning Outcomes and pay attention to them during the internship, as the main goal of the internship is to ensure the acquisition of new skills and to give you the opportunity to apply the skills you already have.

## **Schedule**

LIS 690 will meet as a class three (3) times during the semester, which is noted on the Palmer School course schedule. Students are expected to complete a large part of the 120 hours during the time they are enrolled in LIS 690. In order for a grade to be given, interns must complete all related paperwork. Those students who do not complete either their hours or their paperwork will be given an Incomplete as a grade until all work is submitted.

Seminar topics will include: expectations, goal setting, developing effective résumés and cover letters, sharing of experiences, and discussion of realities encountered.

## **Grading criteria**

Interns will receive a grade of PASS/FAIL based on the following criteria:

- Learning contract development with emphasis on appropriate individual student learning goals (based on the Palmer School Student Learning Outcomes)
- Learning journal that documents learning experiences and activities, time spent, and reflection, including observations about the activity's relationship between theory and practice, unexpected realities, interpersonal relationships, or insights about how the activity/experience will impact your career
- Attendance at all class meetings and participation in discussion and activities during these meetings
- Résumé and cover letter to be used for potential job searches (optional, but suggested)
  - Site supervisor's evaluation and comments
  - Student's evaluation and comments

## **Revised Palmer School Goals and Learning Objectives**

### **Students will prepare to:**

**Goal 1:** Apply the principles, practices, ethics, and philosophy of the profession

**SLO 1A:** Demonstrate understanding of the ethics and values of the library and information science professions

**SLO 1B:** Demonstrate understanding of the foundations of the library and information science professions

Students will achieve this through demonstrating these skills:

- Analyze policies and trends affecting libraries and information organizations
- Compare and contrast different types of collections and information organizations
- If appropriate, explain and meet certification and/or licensure requirements for specialized areas of the profession

Concepts for Goal 1 are introduced in LIS 510.

**Goal 2:** utilize a broad range of approaches, systems and technologies to manage and deliver information

**SLO 2A:** apply methods to organize information and knowledge

**SLO 2B:** retrieve and synthesize information from a variety of systems and sources

Students will achieve this through demonstrating these skills:

- Use professional standards to manage and deliver information resources
- Evaluate information systems and technology
- Evaluate and retrieve information from different kinds of information systems

Concepts for Goal 2 are introduced in LIS 512.

**Goal 3:** Deliver user-centered services and cost-effective programs

**SLO 3A:** utilize information sources and services to meet the needs of diverse populations

**SLO 3B:** design and deliver information programs to meet the needs of specific users

Students will achieve this through demonstrating these skills:

- Integrate technology into programs and services
- Design and provide the services that assist users in accessing information in a designated environment

Concepts for Goal 3 are introduced in LIS 511.

**Goal 4:** Staff, manage, and advocate for libraries and information organizations

**SLO 4A:** explain principles and practices of management

**SLO 4B:** apply fundamental principles of advocacy for an information organization

Students will achieve this through demonstrating these skills:

- Demonstrate the ability to plan and/or carry-out long term information projects and/or activities
- Demonstrate the ability to market information activities to specific users or patrons
- Show understanding of how an information professional can be an advocate for a specific information organization

Concepts for Goal 4 are introduced in LIS 513 or other Management Suite courses.

**Goal 5:** Prepare to contribute to the profession through research and service

**SLO 5A:** demonstrate understanding of how to effectively contribute to the profession

Students will achieve this through demonstrating these skills:

- Explain the importance of service to the profession and continuing professional development as a means to contribute to the profession
- Articulates an understanding of the fundamentals of qualitative and quantitative research methods

Concepts for Goal 5 are introduced in LIS 510 and/or LIS 514.

**Palmer School of Library and Information Science  
Long Island University  
LEARNING CONTRACT**

**Participant Information:**

Intern/ Student Teacher's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Numbers: \_\_\_\_\_

Email: \_\_\_\_\_

**Internship Information:**

Name of Site Supervisor: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

**Palmer School:**

Internship Instructor: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

Email: \_\_\_\_\_

**Learning Contract Agreement Signatures:**

Intern/ Student Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Introduction and Description:**

This contract is designed to verify and guide the internships for graduate students in the Palmer School of Library and Information Science. Activities and experiences that are noted in this contract are a guide for the work of the intern and must be developed collaboratively with the intern, site supervisor and faculty advisor of the student. This contract provides a description of the internship experience/ projects, the students' personal learning objectives and methods of evaluation to be used. This contract must be completed and signed in a timely fashion at the beginning of the internship period. The intern is responsible for completing the contract form(s) and providing a copy to the LIS 690 instructor.

1. Internship Supervisor: Please identify the role of the site supervisor, including the kinds of orientation, instruction, and supervision to be provided:
  
  
  
  
  
  
  
  
  
  
2. Student Personal Learning Objectives: Identify objectives that you expect to fulfill. Please be specific and use concrete terms that can be evaluated (these should be based on the Palmer School's Student Learning Outcomes). In this section, you are determining the kinds of learning you intend to gain from this internship and what activities you will undergo to facilitate this.
  
  
  
  
  
  
  
  
  
  
- A. Skills Acquisition Objectives: Identify 1 – 2 **NEW** skills or areas of knowledge that you wish to acquire during this internship in specific terms (also note the number of the Palmer School's Student Learning Outcomes you are referring to):

B. Skills Application Objectives: Identify 1 – 2 skills or area of knowledge in which you have already had brief experience that you wish to **improve** your proficiency in, in specific terms (also note the number of the Palmer School's Student Learning Outcome you are referring to):

3. Human Relations Objectives: Identify one way to improve working relationships or develop partnerships with supervisors, colleagues, or others with whom you will associate during the internship
  
4. Internship Project Description: Describe in as much detail as possible the agreed upon responsibilities for this internship, including **service projects** that will be left at the site, programs you will take responsibility for, and unique experiences that you develop in partnership with your site supervisor that have not been previously mentioned.

## Palmer School Goals and Learning Objectives: LIS 690 Activity Examples

### Students will prepare to:

**Goal 1:** Apply the principles, practices, ethics, and philosophy of the profession

**SLO 1A:** Demonstrate understanding of the ethics and values of the library and information science professions

**SLO 1B:** Demonstrate understanding of the foundations of the library and information science professions

Students will achieve this through demonstrating these skills:

- Analyze policies and trends affecting libraries and information organizations
- Compare and contrast different types of collections and information organizations

**Activity Example:** Giving a workshop on copyright, avoiding plagiarism and citing sources for students, parent, or classroom colleagues; workshop or lesson on Creative Commons

**Goal 2:** utilize a broad range of approaches, systems and technologies to manage and deliver information

**SLO 2A:** apply methods to organize information and knowledge

**SLO 2B:** retrieve and synthesize information from a variety of systems and sources

Students will achieve this through demonstrating these skills:

- Use professional standards to manage and deliver information resources
- Evaluate information systems and technology
- Evaluate and retrieve information from different kinds of information systems

**Activity Example:** engaging in original cataloguing or Encoded Archival Description; compiling a bibliography (Livebinder) for resources for a pathfinder or webpage; inputting record data into an automation system; developing lists of websites, blogs, etc. to match resources in an automation system; develop unique organizational patterns for collections

**Goal 3:** Deliver user-centered services and cost-effective programs

**SLO 3A:** utilize information sources and services to meet the needs of diverse populations

**SLO 3B:** design and deliver information programs to meet the needs of specific users

Students will achieve this through demonstrating these skills:

- Integrate technology into programs and services
- Design and provide the services that assist users in accessing information in a designated environment

**Activity Example:** give a workshop or teach a lesson on new social media site, app, or software; computer classes for older adults; developing a program based on a specific need to a specific type of user; developing or updating the library's website or contributing content to a blog on new technology in the library; demonstration of technologies; creating new collections or ordering new materials based on information center needs

**Goal 4:** Staff, manage, and advocate for libraries and information organizations

**SLO 4A:** explain principles and practices of management

**SLO 4B:** apply fundamental principles of advocacy for an information organization

Students will achieve this through demonstrating these skills:

- Demonstrate the ability to plan and/or carry-out long term information projects and/or activities
- Demonstrate the ability to market information activities to specific users or patrons
- Show understanding of how an information professional can be an advocate for a specific information organization

**Activity Example:** collection development; collection management, including weeding; preparing a strategic plan; reconciling a budget; acquisitions activities; ordering new materials based on library needs and interests, including language preferences; collecting patron stories of library's impact; writing for a newsletter to patrons and community leaders; preparing advertising materials to support library programs; community outreach to teens at risk; developing a makerspace or STEAM lab in a library; developing advocacy materials, such as brochures for special events or bulletin boards

**Goal 5:** Prepare to contribute to the profession through research and service

**SLO 5A:** demonstrate understanding of how to effectively contribute to the profession

Students will achieve this through demonstrating these skills:

- Explain the importance of service to the profession and continuing professional development as a means to contribute to the profession
- Articulates an understanding of the fundamentals of qualitative and quantitative research methods

**Activity Example:** attending conferences and workshops; taking a leadership role in an information organization; engaging in action research to solve a challenge of the library