LIS 690: Internship

Course Description: This internship is intended to provide students with a professional experience that demonstrates the nature of the responsibilities and roles of librarians and archivists. 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 setting. The class 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 are practicing librarians or archivists, 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. 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.

Palmer School Student Learning Objectives (SLOs)*: The following are the main objectives and assessment methods for the internship.*

4a. Students will put theory to practice within an information organization. (Assessed through internship/student teaching activities and reflective essay)

1d. Students will communicate effectively with diverse audiences (Assessed through pre-internship activities, such as finding an appropriate site, developing a learning contract in partnership with the site supervisor, choosing appropriate student learning objectives, etc.)

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
- Register for LIS 690
- Arrange a schedule that is mutually agreed upon by both the site supervisor and the studentPrepare the Learning Contract in collaboration with the site supervisor to be signed by the faculty advisor, the site supervisor, and the student. The Learning Contracts govern the activities and experiences of the intern.

Learning Contract, Palmer School Goals and Student Learning Outcomes:

The Palmer School has five specific goals, listed below, that meet its mission of educating information professionals. Please review these **Goals** and the associated **Student Learning Outcomes** and determine which two or three Student Learning Outcomes will govern your learning experiences and activities during the internship. At least two specific Learning Outcomes must be individually addressed in your learning journal.

Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;

Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10

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

Aligned with: ALA Standards I.2.1

Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations;

Aligned with: ALA Standards I.2.1, I.2.4, 1.2.8, I.2.9

Goal 4: Staff, manage and lead libraries and information organizations of all types;

Aligned with: ALA Standard 1.2.1

Goal 5: Contribute to the profession through service, research and advocacy.

Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7

Student Learning Outcomes

1. In achieving Goal 1**,** students will:
    a. explain and apply the foundations and principles of the library and information science professions;
    b. analyze policies and trends affecting libraries and information organizations and the profession;
    c. compare and contrast different types of collections and information organizations;
    d. communicate effectively with diverse audiences.
    Aligned with: ALA Core Competencies 1A, 1B, 1C, 1D, I E, 1F, 1G

2. In achieving Goal 2 students will:
    a. use professional standards to manage and deliver information resources in a variety of formats;
    b. use systems for organizing and structuring information and knowledge;
    c. search, retrieve and synthesize information from a variety of systems and sources;
    d. evaluate information systems and technologies.
    Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, 5B

3. In achieving Goal 3, students will;
    a. evaluate and use information resources and services to meet the needs of diverse populations;
    b. develop and deliver information programs designed to meet the needs of specific users and communities;
    c. integrate technology into programs and services.
    Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D

4. In achieving Goal 4, students will:
    a. put theory into practice within an information organization;
    b. explain and apply principles and practices of management and leadership;
    c. explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate.
    Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E

5. In achieving Goal 5, students will:
    a. understand the importance of service to the profession, and continuing professional development;
    b. understand the importance of advocacy on behalf of information organizations and the profession;
    c. understand the fundamentals of qualitative and quantitative research methods;
    Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

The goal of careful selection and attention to your learning outcomes is to ensure the acquisition of new skills, and to give you the opportunity to apply the skills you already have and the new ones you will inevitably acquire during the course of the internship.

Schedule: LIS 690 will meet as a class three (3) times during the semester which will be 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. Interns are expected to complete all paperwork that results from their internships prior to a grade being given. 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 resumes and cover letters, sharing of experiences, 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 and individual student learning goals
- 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. This journal needs to address at least two of the Palmer School Learning Outcomes individually (see Goals and Learning Outcomes above).
- 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
- Site supervisor's evaluation and comments