

QUEENS COLLEGE
Graduate School of Library and Information Studies
LBSCI 795: SYLLABUS

A. COURSE DESCRIPTION

LBSCI 795: Internship - Minimum fieldwork hours vary with GSLIS program; 3 cr. Prereq: LBSCI 700, 701, 702, 703 & completion of at least 21 credits. Designed to provide students with practical experience in a library, archive, school library media or other information center; students for whom this course is a required part of their program will check with program coordinators for specific requirements. No internship hours may be earned before the course begins.

B. STUDENT LEARNING OUTCOMES, ASSIGNMENTS & GSLIS PROGRAM OBJECTIVES, WHERE APPROPRIATE. SEE LEGEND BELOW

The primary goal of LBSCI 795 is to provide a hands-on, supervised, professional work experience in a library/information center setting selected to support the student's area of focus. A secondary goal is to facilitate learning through the use of technology in a digital environment.

LBSCI 795 Student Learning Outcomes	Assignments	GSLIS Program Objectives (SLOs)							
		A	B	C	D	E	F	G	H
1. Demonstrate an entry level ability to maintain and administer a library program	On-site performance; Internship Journal reflection entries;	X	X	X		X	X	X	
2. Collaborate with colleagues to support lifelong learning for library users through instruction and other library services	On-site performance; Internship Journal reflection entries;				X		X		
3. Participate in dialogue and other activities that integrate the internship experience with prior GSLIS coursework/relate theory to practice	On-site performance; Internship Journal reflection entries; in-class activities & participation;		X						X
4. Share experiences and reflect with other students on the differences and commonalities of various venues including populations and how best to support libraries and library users	In-class activities & participation; online discussions;				X				X
5. Articulate an understanding of where the library fits into the broader world of information; the sociological and organizational aspects of libraries in the larger environment	In-class activities & participation; online discussions; Brief Reflection Paper;				X				
6. Demonstrate, chronicle, and reflect upon those competencies learned/developed in the Internship	On-site performance; Internship Journal reflection entries; in-class activities; Brief Reflection Paper	X		X					

LBSCI 795 Student Learning Outcomes

Upon completion of this course, the student should be able to:

- 1.** Demonstrate an entry level ability to maintain and administer the library program including services and resources provided to the community (demonstrate via on-site performance, online discussions, and journal entries)
- 2.** Collaborate with colleagues to support lifelong learning for library users through instruction and other library services (demonstrate via on-site performance, online discussions and journal entries)
- 3.** Participate in dialogue and other activities that integrate the internship experience with prior GSLIS coursework/relate theory to practice (demonstrate via online discussions, journal entries, and in-class activities/participation)
- 4.** Share experiences and reflect with other students on the differences and commonalities of various venues and populations and how best to support libraries and library users (demonstrate via in-class activities/participation, online discussions)
- 5.** Articulate an understanding of where the library fits into the broader world of information; the sociological and organizational aspects of libraries in the larger environment (demonstrate via journal entries, brief reflection paper)
- 6.** Demonstrate, chronicle, and reflect upon those competencies learned/developed in the Internship (demonstrate via on-site performance evaluation, journal entries, and brief reflection paper)

GSLIS Program Objectives (where appropriate)

- A.** Facilitate access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, evaluation, interpretation, dissemination, synthesis, preservation and use
- B.** Demonstrate the importance of the philosophy, principles, values, and ethics of the library and information professions, including the value of teaching, research and service to the advancement of the field
- C.** Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations
- D.** Communicate the importance of research to the field's knowledge base, as well as the importance of contributions of Library and Information Science to other disciplines, and of other disciplines to librarianship and information studies
- E.** Contribute to a diverse, global society—including the role of addressing the needs of underserved groups--through exemplary Library and Information Science practice and research

GSLIS Program Objectives (where appropriate)

- F.** Nurture, promote, and teach the many literacies (print, computer, visual, information) needed for participating in a rapidly changing society
- G.** Engage library and information services stakeholders in program development and innovation
- H.** Articulate and promote the importance of lifelong learning and professional development in enabling growth, leadership, and innovation in the LIS field

C. REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES

There are no required textbooks for this course. Assigned readings and due dates for discussion etc. are made available on Blackboard.

D. COURSE REQUIREMENTS - *Students are required to:*

- 1.** Become acquainted with the *Internship Handbook* and be familiar with all of the contents therein including guidelines, procedures, and responsibilities
- 2.** Ensure that they have (or will) complete 21 credits, as well as all necessary prerequisites, prior to registering for the internship course; students in certificate programs will check with program coordinators for additional requirements
- 3.** Attend the LBSCI 795 Orientation one semester prior to registering for the course
- 4.** Consult the *GSLIS Internship Site List* (online and in the GSLIS Office) as well as the GLISANN and GSLISJOBLIST listservs in order to identify, select, and contact potential internship sites; ***students are responsible for securing their own internship***
- 5.** Collaborate with the Site Supervisor on preparing an Action Plan
- 6.** Submit Action Plan, Time Log, and Internship Journal to Course Instructor on timely basis
- 7.** Contact the Site Visit Manager in order to schedule a site visit for evaluation purposes
- 8.** Attend all of the required class meetings; engage in meaningful participation both in class and online; complete all in-class and online activities as assigned by Course Instructor
- 9.** Complete the minimum required hours for internship course by the end of the semester

ADDITIONAL COURSE REQUIREMENTS – LIBRARY MEDIA SPECIALIST (604 and 606)

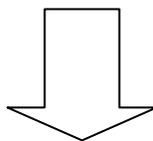
- 1. LMS 604/certified teachers:** 150 hour of on-site internship in functioning school libraries during the school day must be evenly divided between an elementary school (75 hours) and a secondary school (75 hours) (see GSLIS 604 LMS program requirements for specifics regarding satisfactory completion of the 604 internship requirement)

LMS 606/not yet certified: 40 full days (240 hours) of on-site internship in functioning school libraries during the school day must be evenly divided between an elementary school (20 days) and a secondary school (20 days) (see GSLIS 606/not yet certified LMS program requirements for specifics regarding satisfactory completion of the 606/not yet certified internship requirement)

- 2.** Separate action plans, or contracts, are necessary for each school – see the Internship Handbook for additional information
- 3.** Journal entries must be equally divided between the two sites and a summary journal entry must compare and contrast the two experiences

Internship Journal – Students are to maintain an internship journal that details their various activities each day they report to their internship site. The journal entry must be in the form of a narrative that discusses personal responses to accomplishments, set-backs and other topics/issues of interest that arise and are experienced at the internship site. The narrative must be both informative and reflective. Students must also strive to relate the practical work experience of the internship to readings or discussions in prior courses. A minimum of 150 to a maximum of 250 words is required for each reflection segment. Further information and instructions is available on the course Website.

Brief Reflection Paper – Students will use their journal entries as the basis to write a final brief reflection paper. The brief reflection paper will summarize the overall internship experience and evaluate it in terms of what has been learned and how it has helped the student develop/enhance practical skills. Further information/instructions are available on Blackboard and the course website.



E. GRADING PLAN

Activity	Percentage of Final Grade	LBSCI 795 Student Learning Outcomes
Site Supervisor Evaluations	40% (20% x 2)	1, 2, 6
GSLIS Site Visit Manager Evaluation	20%	1, 2, 6
Online Participation	10%	4, 5, 6
In-Class Attendance & Participation	10%	3, 4
Internship Journal & Final Brief Reflection Paper	20%	1, 2, 3, 5, 6
Total	100%	

F. CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at:

<http://qcpages.qc.cuny.edu/provost/Policies/index.html>.

G. USE OF CANDIDATE WORK

All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

H. REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Kiely 171; 2) bring a letter to me indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).

I. COMMUNICATION

All communication with students will take place via email and Blackboard. Office hours will be posted with Course.

J. BIBLIOGRAPHY

Bibliography of selected assigned readings –

Asher, C., & Alexander, J. (2006). The library internship and expo as a pathway to diversity: a case study. *Journal of Education for Library & Information Science*, 47(1), 17-26.

Lee, M. (2009). Growing librarians: mentorship in an academic library. *Library Leadership and Management*, 23(1), 31-37.

Levine, E. (2010). The rigors and rewards on internship. *Educational Leadership*, 68(1), 44-48.

Mediavilla, C. (2003). FILLing in the public-librarian ranks. *American Libraries*, 34(6), 62-63.

O'Neill, N. (2010). Internships as a high-impact practice: Some reflections on quality. *Peer Review*, 12(4), 4-8.

Thompson, J. (2011). Nurturing the next generation of librarians: the multicultural internship program. *Voice of Youth Advocates*, 33(6), 526-7.

K. IN CLASS MEETING DATES AND ASSIGNMENTS

Due: Sept 8

First CLASS MEETING

- *Action Plan* (original, on letterhead)
- *Student Profile* (hard copy)
- *Internship Site Profile* (hard copy)

Due: October 6

Second CLASS MEETING / “Focus Groups”

- Summary of Article (online)
- Internship Journal (hard copy)
- *Time Log* (hard copy)

Due: October 13

Site Visit has been scheduled with Site Visit Manager

Due: November 10

Third CLASS MEETING / Presentations

- Mid-term Evaluation(s)*
- Internship Journal (hard copy)
- *Time Log* (hard copy)

Due: December 15

Fourth/Final CLASS MEETING / Presentations

- “Brief Reflection” Paper (hard copy)
- Final Evaluation(s)*
- Internship Journal (hard copy)
- *Declaration of Completion of Internship* (hard copy)
- *Time Log* (hard copy)

* LMS students should follow the prescribed number of hours / days for Mid-term and Final Evaluations, as set forth in the Handbook.