

## **ILS 582 Library Science Internship Course Overview**

### COURSE DESCRIPTION

A professional work experience in an academic, public, or special collections library, school library media center, archives, or similar institution. By arrangement. 3 credits.

### PREREQUISITES

Fifteen (15) credits in Information and Library Science including ILS502, and *at least* two other core courses (some placements will require ILS505 and ILS507).

### PURPOSE

Fieldwork in a library or information agency is designed to provide students with a supervised professional experience that integrates the theoretical and practical aspects of activities in the student's professional field.

### PLACEMENT

Instructor approval is required to register for ILS582.

- Students must submit their completed application, including advisor permission, with their request to register, by the *middle of the semester before* the requested internship.
- Placements are recommended based on student preference, identification of an appropriate host institution, and approval by the internship coordinator.
- Host institutions make the final decision on placements following their in-house applicant interview/review process.

### TIME COMMITMENT

A Library and Information Science Internship is a 3-credit course (150 hours) offered during spring and fall semesters and the summer session.

Interns must complete *120 work hours* for their host institution and engage in 30 hours of coursework including assigned readings, journal writing and completion of a final project.

- the specific work schedule will be set by the host institution in consultation with the intern. Completion of hours must be verified by a host librarian.
- Assigned coursework may not be completed during intern work hours.

Internship placements will not be approved for locations where students hold full or part-time jobs (exceptions may be made for teachers who have identified a potential SLM placement at a library in their school district).

### SUGGESTED FIELD EXPERIENCE PROGRAM

Host institutions and the instructor will work together to incorporate the following elements into the scope of the internship:

## ILS 582 Library Science Internship

- A. Interview – after an email “introduction” by the instructor, the student should contact the host institution to schedule a phone, video or in-person interview. Host institution supervisors (or supervisory teams) are free to follow their own internal process, and can expect potential interns to prepare for an interview similar to any other job interview at that institution.
- B. Orientation – this should provide an introduction to the various facets of the library or agency and an overview of library operations. While the internship position may focus on a specific department within a library or archives, students should understand the overall structure of their host organization and the relationship of their work assignments to the whole.
- C. Intern Assignments – The site supervisor can assign interns to one or multiple autonomous projects, general areas of focus, or a rotation schedule. Work should fulfill library needs and be adequately supervised. The internship should provide training and experience that will prepare the student to be a competent library or archives professional.
- D. Final evaluation – the course instructor will solicit evaluative information from the host supervisor at the end of the term and interns will prepare a presentation that describes and reflects on their experience

The student will contribute to an open class journal of their experience and complete assigned readings throughout the term. The intern’s final summative project highlighting their experience will be made available to the host library for distribution or display.

### COURSE OBJECTIVES

Students will gain professional experiences in one or more of the following professional areas:

1. Technical Services
2. Reference and User Services
3. Administrative Operation
4. Programming and Public Outreach

Other service roles beyond these areas in a library or archives may be acceptable, especially if they meet ALA Core Competency guidelines, and will be approved on a case-by-case basis by faculty in the Southern Connecticut State University Information and Library Science Department.

### INTERNSHIP PARTICIPANT EXPECTATIONS

The intern's role is that of an apprentice while the professional supervisor's role is that of a teacher and mentor. The intern is expected to perform and assume responsibility for the tasks assigned. The site supervisor is expected to instruct the intern adequately, be available to answer questions or discuss concerns, and critique the student's overall performance. Whether the site supervisor directly oversees much of the student’s work or delegates this to other library employees, they should meet with the student on a regular, scheduled basis to discuss their progress.

The site supervisor's judgment in the evaluation of a student in the internship situation should be based on the performance expected of a beginning professional in the position tempered by knowledge of the student's background (including subject specialties and the number of courses completed). Hosts may request that the internship coordinator provide additional readings and instruction if academic intervention is needed to ensure that both the student and the host institution receive the maximum amount of benefit from the internship experience.

## ACADEMIC EXPECTATIONS

**Readings.** While the primary purpose of this course is to provide students with field experience in a library, archives or related setting, the internship coordinator will help the student to bridge the gap between professional experience and scholarship. Students will complete relevant reading throughout the term, including selections assigned by the internship coordinator and/or the site supervisor.

**Journals:** Students will submit eight 300-500 word journal entries throughout the term (approximately every 2 weeks). These reflections should connect the readings to the students' experience, detail anything learned during their internship, and note problems encountered.

**Final Projects:** A graphic or multi-media experience recap that can be shared via social media channels by both SCSU and host institutions will be completed at the end of the semester. The product can be a poster, Instagram/Facebook reel, TikTok post, short movie, Powerpoint/slide presentation or other similar approved format.

The presentation should include

- host site information,
- a brief description of responsibilities
- experience highlights
- a reflection on how any or all of the five Key Action Areas that are the guiding principles for the American Library Association, were demonstrated during the internship experience. (*Diversity, Equity of Access, Education and Continuous Learning, Intellectual Freedom, and 21st Century Literacy*)

The "un-paper" project should be submitted via Padlet.

Note: photos of children's faces must be omitted.

**Site Visits:** The internship coordinator will visit the student at their host site at least once during the academic term when the site is within 90 minutes drive time of the SCSU campus to observe the student's work and to thank the site supervisor and associated staff for their time and effort in supporting the professional growth of Southern Connecticut State University's MLIS students. If the internship is in an online format or more than ninety minutes drive time from campus, the internship coordinator will meet with the student and site supervisor in an online videoconferencing format.