

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7960
Supervised Fieldwork
Three Credit Hours**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA'S CORE COMPETENCES OF LIBRARIANSHIP

(Extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/education/careers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS PROGRAM OBJECTIVES (PO)

Graduates of the VSU MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCES 7]*

Instructor:

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Website: : <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

Course Description

Prerequisite: MLIS 7000, consent of advisor, consent of instructor. Graded as *Satisfactory* or *Unsatisfactory*. A minimum of 120 hours in approved library or information center. Learning objectives that are specific to the individual student's interests and goals will be identified collaboratively by the student, the on-site supervisor, and the instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

No required textbook. Required hourly log forms are provided in the course website.

COURSE OBJECTIVES (*with alignment to MLIS Program Objectives*)

Upon completion of this course, the student will:

SLO 1. Gain exposure to real world workplace settings and situations.

SLO 2. Acquire practical experience under the supervision of a degreed librarian or information professional in one or more of five of the eight ALA Core Competences, including: 2) Information Resources, *MLIS PO 1*; 3) Organization of Recorded Knowledge and Information, *MLIS PO 1*; 4) Technological Knowledge and Skills, *MLIS PO 2*; 5) Reference and User Services, *MLIS PO 1*; 8) Administration and Management, *MLIS PO 1*.

Student Learning Outcomes

To be identified collaboratively by the student, the on-site supervisor, and the instructor.

Course Activities / Assignments / Requirements / Off-site Requirements

Complete at least 120 hours of work at the fieldwork site as specified in the Work Agreement.

Report your progress to the instructor using the MLIS 7960 BlazeVIEW web site after you complete 30 hours at your site, again after 60 hours, again after 90 hours, and finally after completion of 120 hours by completing the following activities:

Discussion Groups: An introduction post, four update posts, and a final post are due as you complete each 30-hour increment and at the end of the course. Details will be provided in the course website.

Activity Logs: Four logs are due. Submit these to the relevant assignment area in the course website.

Work Samples: Toward the end of the semester, please put together a collection of artifacts that represents the parts of your fieldwork that most influenced your professional development. Collect photos, screen captures, or scans of excerpts from projects assigned to you as you go through your fieldwork. Plan to submit these artifacts at the end of the semester. They will be placed in your permanent file for future reference.

Optional Live Classrooms: If people are interested, we can get together mid-semester for a Live Classroom. This would give you a chance to share information about the library, the community you serve, your activities, and your learning.

Grading

Supervised Fieldwork is graded as Satisfactory or Unsatisfactory based on successful completion of the course requirements. Both students and fieldwork site supervisors are asked to complete an exit survey at the end of the fieldwork experience.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.