

LSC 595: Professional Field Experience: Learning Contract

Please fill out and return the completed form to Dr. Yan Ma one week prior to the start of the session. *This agreement must be signed by student, Site Supervisor, and instructor before student's site work begins.*

Contact Information

Student

Student's Name: C. Brandon Roman

Student's Address: 84 Harold Street, Apt 3, Providence, RI 02908

Student's Phone Number: (484) 264 - 2898

Student's E-mail Address: c.brandon.roman@uri.edu or c.brandon.roman@proton.me

Supervising Librarian

Librarian's Name: Allison Rich

Librarian's Institution: John Carter Brown Library

Institution's Address: 94 George Street, Providence, RI 02906

Librarian's Phone Number at Institution: (401) 863 - 9948 (library direct number)

Librarian's E-mail Address at Institution: Allison_Rich@brown.edu

Faculty Supervisor

Dr. Yan Ma
URI GSLIS
94 W. Alumni Ave., Rodman Hall, Kingston, RI 02811
Phone: 401-419-8487
Email: yanma@uri.edu

PFE Details

Credit hours

You may take the PFE for 1, 2, or 3 credit hours. You must complete 3 credit hours to fulfill the graduation requirement. So if this is the only time you are taking the PFE, you must register for 3 credits.

of credits: 3

Term and Session(s)

Term (Fall, Spring, or Summer): Summer

Session (1, 2, or both): Both, 1 and 2

Hours on site

You must complete 45 hours onsite per credit-hour enrolled. So if you are enrolled for 1 credit-hour, that's 45 hours. If you are enrolled for 2 credit-hours, that's 90 hours. If you are enrolled for 3 credit-hours, that's 135 hours.

of hours on site: 135

Dates

Start Date (*when student will begin work at site*): May 18, 2026

End Date (*when student will complete work at site*): August 17, 2026

Concise Description

Write a 1-2 line description of your position at the PFE Site (e.g., "Children's library services" or "Organization of information/metadata, or "Reference and Instruction" or Digital Services, etc.)

Cataloging of reference materials and other materials; potentially, intake of new acquisitions. May also include some reference clean-up projects.

Major Goals and Outcomes

Please list here at least 2 GSLIS Educational Goals, with at least 4 GSLIS Educational Outcomes spread across those Goals. For instance, you could list 3 Goals, the first with 1 Outcome, the second with 1 Outcome, and the 3rd with 2 Outcomes to fulfill this requirement. Or, you could list 2 Goals, each with 2 Outcomes. eam

You are welcome to list as many applicable Goals and Outcomes as you wish.

As an Example: for a PFE in digital initiatives, two Outcomes could be based on Educational Goal 3, "Media and Technology," and two Outcomes could be based on Educational Goal 2, "Information Literacies and Lifelong Learning." In this example you could list 2.3 and 2.4 beneath Goal 2, and 3.1 and 3.3 beneath Goal 3. Then, in the next section, you will list which specific activities achieve 2.3. and 2.4, as well as 3.1 and 3.3. Please see attached page for the list of the GSLIS Educational Learning Goals and Outcomes.

GOAL 1: 1.2, 1.3, 1.4, 1.5

GOAL 2: 2.2, 2.3, 2.5

GOAL 3: 3.1, 3.4

GOAL 4: n/a

Specific Activities to Be Carried out in Support of Goals and Outcomes

Student practice will support the major Goals and Outcomes. For instance, a digital initiative services placement might support Goal 3, Outcome 3.1 through digitization service and organizing digital objects for diverse users' needs, and Outcome 3.3 by learning and teaching new technology.

List each major activity you will complete at the PFE site and indicate which Goal(s) and Outcome(s) this activity will support. You can add rows to the table as needed.

Activity	Goal/Outcome This Supports
Cataloguing new records	1.3, 1.4, 1.5, 2.3
Entering records into databases	1.3, 1.4, 1.5, 2.3, 3.1, 3.4
Organizing reference materials	2.2, 2.5
Processing new accessions that aren't in LoC (maybe!)	1.3, 1.4, 1.5, 2.3, 2.5
Helping with occasional reference clean up projects	2.2, 2.5

Course Assignments

Work on site, scheduled with the Site Supervisor during the session, is the student's primary responsibility; 45 hours on site are expected for each academic credit. The Site Supervisor will submit an evaluation of the student's performance; instructor will base 30% of the course grade on this evaluation. Other assignments are intended to support reflection on practice and to generate evidence of the student's achievement.

- Learning Contract: This is due one week before session starts and to be included in E-Portfolio; 4% of course grade
- Journals: 2 installments are due, each worth 10%; 20% of course grade
- Discussion Participation: For each of the 7 weeks in the session, students will post in the Brightspace Discussions once per week (due by Thursday) and reply to two classmates' posts (due by Monday); each week's posts are worth 3%; 21% of course grade
- E-Portfolio: Students will work on and submit an E-Portfolio detailing their accomplishments and experiences during their PFE; 25% of course grade
- Assessment Instrument: Student work on site will be assessed at the end of the session; 30% of course grade

Assignments are described in syllabus. All samples of your work at your site should be included in your portfolio with evidence of your objectives achieved.

Faculty Supervisor Responsibilities

- Structure PFE course
- Assist students as needed in framing educational objectives and finding appropriate placements
- Support Site Supervisors as needed
- Promote students' reflection on theory & practice through moderated discussion on learning platform, etc.
- Evaluate student products (journals, portfolios, etc.)
- In consultation with Site Supervisors, evaluate and grade student performance

Site Supervisor Responsibilities

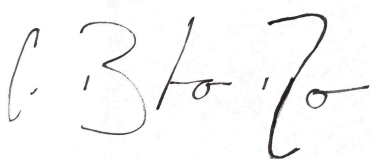
- Collaborate with student on PFE Learning Contract and sign Learning Contract.
- Make necessary arrangements with the site
- Orient student to site
- Communicate with Faculty Supervisor on student progress
- Complete written evaluation of student performance by the last day of class

Signatures of Agreement with the Learning Contract

By signing this document, you are agreeing to abide by this document for the duration of the PFE.

Signatures may be electronic (digital) or manual, but they must be more than a typed name.

Student



Signature:

Date: 2026-04-03

Site Supervisor

Signature: Allison Rich

Date: 2026-04-08

Faculty Supervisor

Signature: *Yan Ma*

Date: 4/11/26

URI GSLIS Educational Learning Goals and Outcomes

Goal 1. Foundations

- 1.1. Graduates describe, distinguish, and apply principles of intellectual freedom and equitable access to information to library and information services.
- 1.2. Graduates identify and analyze national and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- 1.3. Graduates summarize and examine the concepts and issues related to the lifecycle of recorded information and knowledge, from creation through acquisition, storage, archiving, and disposition.
- 1.4. Graduates explain the principles involved in the organization of recorded knowledge and information.
- 1.5. Graduates employ the national and international standards of cataloging, metadata, indexing, and classification systems for organizing recorded knowledge and information for retrieval.

Goal 2. Information Literacies and Lifelong Learning

- 2.1. Graduates locate, retrieve, evaluate, and synthesize information from diverse sources to meet information needs.
- 2.2. Graduates explain and apply the concepts, principles, theories, philosophies, and techniques of reference and user services in providing diverse individuals and groups with access to relevant and accurate recorded knowledge and information.
- 2.3. Graduates explain and demonstrate information, digital, media, and other literacies.
- 2.4. Graduates develop and assess programs and services designed to increase diverse individuals' knowledge and skills in information, digital, media, and other literacies.
- 2.5. Graduates evaluate professional development needs and formulate plans for continuous professional learning.

Goal 3. Media and Technology

- 3.1. Graduates compare and recommend information, communication, assistive, and related technologies to serve diverse users' needs.
- 3.2. Graduates identify, describe, and apply professional ethics and service norms to the use of digital media and technology in library and information service environments.
- 3.3. Graduates identify and analyze technologies and applications in order to design and implement innovative services.
- 3.4. Graduates recognize changing and new technologies and continually develop their digital media knowledge and skills.
- 3.5. Graduates communicate effectively to a range of audiences using written, oral, and digital media.

Goal 4. Management and Leadership

- 4.1. Graduates analyze and apply legal and ethical principles to solve professional problems with diplomacy and multicultural understanding.

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- 4.2. Graduates describe and apply the principles of planning, budgeting, and effective personnel practices in libraries and other information service agencies.
- 4.3. Graduates assess community needs and evaluate library and information services, resources, and facilities to inform planning and data-driven decision-making.
- 4.4. Graduates recognize the importance of partnerships, collaborations, networks, outreach, and advocacy and support community-building activities in library and information organizations.
- 4.5. Graduates define the concepts, issues, and strategies pertaining to principled leadership.