

LBSCI 795

Official Internship Handbook

The Graduate School of Library and Information Studies (GSLIS)
Queens College City University of New York

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LBSCI 795: INTERNSHIP

Catalog 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 official of the semester in which the internship is scheduled to take place.

Philosophy:

The purpose of LBSCI 795 is to provide the student with a structured opportunity to work with a practicing library/information specialist, or archivist, in order to gain valuable, hands-on, work experience. Of vital importance is the maintenance of a positive link between the GSLIS faculty and those who are professional practitioners in the field.

The Goal of the Internship is to:

Provide GSLIS students with the opportunity to apply their theoretical and practical knowledge gained in their courses to actual work experience while under the supervision of both faculty and a professional practitioner. A secondary goal is to facilitate learning through the use of technology in a digital environment.

OBJECTIVES

The field experience/professional internship is a cooperative undertaking among the Student, the Course Instructor, the Site Visit Manager, and the Site Supervisor.

Objectives for the Student

Upon completion of this course the student will 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 Internship 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 Internship 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 discussion groups, and Internship Journal entries)
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 online discussion groups, and Internship Journal entries)
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 online discussion groups, and Internship Journal entries)
6. Demonstrate, chronicle, and reflect upon those competencies learned/developed in the Internship (demonstrate via on-site evaluation, and Internship Journal entries)

OBJECTIVES

Objectives for the GSLIS

To:

1. Maintain a pedagogically valid course that will assist students during their internship
2. Provide a rich learning library/information or archive environment that will meet the needs of the student
3. Maintain a valuable link with practitioners that will ensure that students get the most out of their internship
4. Gather information on a continuous basis that will allow the internship faculty to assess the course and make any necessary pedagogical adjustments
5. Obtain feedback from practitioners as to the effectiveness of the entire GSLIS curriculum

Objectives for the sponsoring Site

To:

1. Provide a structured opportunity for students to experience what it is like to be a practicing professional
2. Balance theory and practice in daily professional activities
3. Maintain ongoing interactions between the faculty and practitioners
4. Assist the GSLIS in curriculum improvements
5. Evaluate the work of the student in terms of his/her professional activities during the internship and participate in on-site visit
6. Mentor the student during the course of the internship and provide feedback that will be useful in future endeavors, especially in job seeking
7. Provide (if possible) entry to professional organization[s] relevant to students professional aspirations; potentially identify future employees for the host institution

ROLES & RESPONSIBILITIES

The field experience/professional internship for students is intended to be a supervised work/educational experience that is practical and meets the specific needs of the student. All field experience/professional internship situations must contribute to the professional development of the student.

Student:

Although the Site Supervisor and the GSLIS Course Instructor have specific responsibilities the ultimate success of the internship solely rests with the student. Each student must:

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 internship course
4. Consult the *GSLIS Internship Site List* 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. Coordinate with the Site Supervisor and 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

ROLES & RESPONSIBILITIES

Internship Course Coordinator:

The Chair/Director of the GSLIS selects a full-time member of the faculty to coordinate the Internship. The Internship Coordinator:

1. Revises and updates the syllabus, handbook, course website and all of the related documentation (both in-print and online); Advice and assistance is provided by the Coordinator of the Library Media Studies (LMS) program
2. Sets the timeline for the course
3. Selects the Curriculum Space day to have an orientation and conducts the orientation
4. Revises and updates the digital components of the course
5. Coordinates the activities of the Internship Site Visit Manager
6. Evaluates and approves new internship sites
7. Updates and maintains the *GSLIS Internship Site List* (both in-print & online)

Course Instructor:

1. Conducts the course under the supervision of the Internship Coordinator
2. Suggests improvements in the course to the Coordinator
3. Maintains periodic contact with Site Supervisors & Site Visit Manager
4. Reviews and grades the student assignments
5. Collects and assesses the Site Supervisor's and Site Visit Manager's student evaluations
6. Facilitates student/group discussions both in-class and online
7. Submits final grades

ROLES & RESPONSIBILITIES

Site Visit Manager:

1. Arranges for visitations to all internship sites
2. Maintains a visitation log
3. Evaluates Action Plan progress
4. Evaluates student performance at the internship site
5. Revises and updates the performance checklist
6. Consults with the Coordinator and Course Instructor[s] when necessary

Site Supervisor:

The Site Supervisor must be a credentialed library professional (i.e. must have an MLS or MLIS degree -OR- be a Certified School Library Media Specialist ; LMS site supervisors must have had their certification for at least three years), and must be able and willing to guide the student to a successful completion of the internship experience. Specifically, the Site Supervisor must:

1. Be acquainted with those areas, projects, and activities within the site which are appropriate for student involvement and which will assist the student in accomplishing the overall goals and objectives of the internship
2. Interview potential interns – the interview, whether in person or by telephone, will be an exchange of information including, the nature of the site, the needs of the student, and the expectations on the part of both the site and the student
3. Collaborate with the student[s] who has/have been selected to work as an intern[s] to mutually draft an Action Plan that best meets the specific needs of the student[s]
4. Mentor, teach, and supervise interning students on an ongoing basis
5. Conduct two performance evaluations of the student; one midway through the experience and the second at the end
6. Certify the student's Time Logs by signing them; certify that student has successfully completed the minimum required hours for graduate academic credit for the internship experience

SITE SELECTION & SITE SELECTION PROCEDURES

Site Selection:

Sites are selected in a number of different ways. Faculty and graduates are sources for many internship sites. Volunteers also contact the GSLIS and offer their services. The GSLIS may identify potential sites and solicit their cooperation. Students also contribute to site selection when they locate a site where they want to do their internship.

Any potential internship site must encompass a library, archive, information center, school library media center, or other related type of facility. The site must afford students the opportunity to obtain professional hands-on experience under the supervision and mentorship of a credentialed librarian, archivist, certified school library media specialist, or other information professional with a conferred MLS or MLIS degree. Please note LMS site supervisors must have had their certification for at least three years.

Site Selection Procedures:

1. Possible sites are identified by the Coordinator, Course Instructor[s], Site Visit Manager, and students
2. The Site Selection Form is sent to the prospective participant
3. The completed site selection form is assessed by the Coordinator with the assistance of the Instructor[s] and the Site Visit Manager – part of the assessment includes a visit to the prospective site
4. Written approval is given to the site selected
5. The new site is added to the official *GSLIS Internship Site List*

LMS PROGRAM - SCHOOL LIBRARY MEDIA CENTER SITES GUIDELINES

LMS Program Internship Hour and Site Information

Program 604 (for students who are already certified teachers in NYS)

1. Students will complete a total of 150 hours of internship experience in two venues: 75 hours in an elementary school library and 75 hours in a secondary school library
2. Both of these must be functioning school libraries with students present and supervised by a NYS certified LMS who has held this certification for at least three years
3. Students may not complete their internship at the library of the school in which they are a classroom teacher
4. Internship hours may not be clocked before the beginning of the internship course
5. Students may complete one of their internship experiences at a previous field observation site
6. If a student is a NYS certified teacher assigned by the principal as the Library Media Specialist (not an assistant or an aide, but The Librarian) in a school, s/he may complete the portion of the internship on that level in her/his own library. The principal of the school will complete the performance review ordinarily completed by the mentor LMS.

Program 606 (for students who are not yet certified teachers in NYS)

1. Students will complete a total of 40 full days of internship experience in two venues: 20 full days in an elementary school library and 20 full days in a secondary school library
2. Both of these must be functioning school libraries with students present and supervised by a NYS certified LMS who has held this certification for at least three years
3. Internship hours may not be clocked before the beginning of the internship course
4. Students may complete one of their internship experiences at a previous field observation site

COMPONENTS OVERVIEW

Hours, Credits & Internship Start Date

1. LBSCI 795 is a three-credit graduate academic course that is part of the GSLIS curriculum; the course is only offered during the Spring and Fall semesters
2. For non-LMS students, one hundred and fifty (150) hours will be spent on ONE site during the internship experience; non-LMS students CANNOT split their hours among more than one internship site
3. LMS Program 604 students will spend one hundred and fifty (150) hours evenly divided (75+75) between an elementary level site and a secondary level site
4. LMS Program 606 students will spend forty (40) full days evenly divided (20+20) between an elementary level site and a secondary level site
5. Internship hours on-site cannot be clocked before the official start of the semester in which the student is registered for LBSCI 795 (i.e. students cannot begin their internship experience until the official first day of class)

**Please note:*

- *LBSCI 795 is only offered in the Spring and Fall semesters*
 - *The first class session of LBSCI 795 usually takes place one to two weeks after the official start of the semester; the class itself ONLY meets once a month for a total of FOUR class meetings for the semester*
 - *Students do not have to wait for the first class meeting of LBSCI 795 in order to begin their Internship experience; they can start their internship on the official start of the semester (i.e. official first day of class for the entire college)*
 - *Students working full-time and scheduled to graduate at the end of the semester in which they register for LBSCI 795 can speak with the GSLIS Internship Course Coordinator in order to examine the possibility of starting the internship experience a little earlier *please note official documentation of full-time employment along with the Internship work schedule is required before any accommodation can be made**
6. LBSCI 795 is a required course for all school library media specialist students, as well as those students pursuing a certificate in archives and preservation of cultural materials

Course Requirements

LBSCI 795 meets both in-class and online; consult syllabus and course calendar for specific details. Students are required to:

- 1.** Attend all class meetings and participate in classroom activities (e.g. focus groups, discussions, presentations, etc.)
- 2.** Participate in all online discussions and activities
- 3.** Submit a time log of their internship hours that is verified and signed by their Site Supervisors
- 4.** Contact the Site Visit Manager to schedule a site visit in order to be evaluated
- 5.** Maintain an Internship Journal and submit this to the Course Instructor on a timely basis
- 6.** Be evaluated by their Site Supervisor, the Site Visit Manager, and the Course Instructor during the course of the internship
- 7.** Complete the requisite number of hours of internship experience prior to the end of the semester; any student who does not complete the required hours, or has not been visited by the Site Visit Manager, will receive a grade of “Incomplete” until such time that these requirements are met
- 8.** Submit required Brief Reflection Paper

COMPONENTS OVERVIEW

Action Plan

The *Action Plan* is the contract that sets the tone and direction of the internship experience; it establishes the goals, objectives, and mutual expectations by which the student will be evaluated. The *Action Plan* serves as a sort of “meeting of the minds” between the student and the Site Supervisor and, as such, is drafted and agreed upon collaboratively before the actual internship experience begins. **While the drafting of the *Action Plan* is a collaborative effort the final official *Action Plan* is solely written by the Site Supervisor and NOT the student.** For the *Action Plan* to be effective it is recommended that it be broad based exposing the student to the total environment of the library or information center within which the internship experience is to take place. Additionally, for those students pursuing an archives certificate, those pursuing a certificate in children and young adult services in a public library, or those in the LMS program, the *Action Plan* MUST include activities specific to these areas of librarianship (e.g. processing a collection; creating a finding aid; designing a lesson plan; teaching a lesson plan; etc.). These broad-based activities, tasks, projects, and/or learning objectives MUST be written as bullet points on a one to two page document that includes the host institution’s official letterhead. Furthermore, the *Action Plan* MUST indicate when the student’s internship experience is to officially begin and it MUST also be dated and signed by both the student and the Site Supervisor to clearly indicate agreement of the proposed plan. A scanned PDF copy of the *Action Plan* can be emailed to the course instructor as soon as it is finalized. The actual original *Action Plan*, however, MUST be physically submitted to the course instructor in a timely manner as this document is used as the basis for the student’s on-site performance evaluation, which constitutes 60% of the student’s final grade. Site Supervisor’s MUST keep a copy of the original *Action Plan* for their records at the host site. Students MUST also keep a copy of the original *Action Plan* for their own record. During the on-site evaluation visit by the GSLIS Site Visit Manager the *Action Plan* MUST be presented. To view publically available online examples of *Action Plans* used in past GSLIS internships please refer to the course website. Any questions regarding the *Action Plan* must be immediately referred to the course instructor.

COMPONENTS OVERVIEW

Internship Time Log

Students MUST print and fill out the official GSLIS *Internship Time Log* which is publically available online via the Course Website. The *Internship Time Log* MUST be completed using BLUE or BLACK ink and NOT in pencil. Any and all errors on the *Time Log* MUST be crossed out and initialed by the Site Supervisor. Students MUST refer to the Course Website and/or Blackboard for the schedule of when *Internship Time Logs* are due to the course instructor. It is generally preferred that original *Internship Time Logs* be submitted to the course instructor in person during in-class meetings as opposed to being placed in the Instructor's mailbox. Students are responsible for making copies of their completed *Internship Time Logs* for their own records before handing in the original to the course instructor. Students MUST submit their original *Internship Time Log* and not a photocopy to the course instructor. Lastly, the dates and times on the student's *Internship Time Log* MUST MATCH the dates and times on their Internship Journal. Any question regarding the *Internship Time Log* MUST be referred to the course instructor.

Declaration of Internship Completion Form

Upon completion of the student's total required internship hours Site Supervisors MUST print and fill out the official *Declaration of Internship Completion Form*. By virtue of this form the Site Supervisor officially confirms that the student has indeed completed the total required internship hours needed for academic credit. On the form the Site Supervisor clearly and legibly indicates the student's name, the name of the host institution, the total number of hours completed by the student, and the official end date of the student's internship experience. The form is then signed and dated by both the Site Supervisor and student and is delivered to the course instructor before the end of the semester. Please note failure to submit the *Declaration of Internship Completion* form, along with all other required assignments and documentation, by the end of the semester will result in a grade of "INCOMPLETE."

COMPONENTS OVERVIEW

Site Supervisor Midterm Evaluation

Internship Site Supervisors will be requested to conduct TWO performance evaluations for their interns: one midway through the experience and the second at the end.

The Midterm Evaluation:

is to be an informal discussion advising the student of his/her progress and presenting suggestions for change as necessary. The Site Supervisor will utilize the agreed upon Action Plan to assess the student's performance thus far. The Site Supervisor will summarize the conversation in writing on institutional letterhead; a brief paragraph that records the student's progress based on the outline of the Action Plan will suffice. This documentation will ONLY be signed by the Site Supervisor and delivered to the Course Instructor. It is up to the Site Supervisor to determine whether or not the official written Midterm Evaluation is shared with the student. It is also up to the Site Supervisor to determine whether or not to provide the student with the documentation for delivery to the Course Instructor.

Site Supervisors can:

1. Hand the Midterm Evaluation to students in a sealed envelope for delivery to the Course Instructor
2. Scan the original Midterm Evaluation document and email it to the Course Instructor in PDF format
3. Mail the Midterm Evaluation to the Course Instructor at the GSLIS

Please note it is the responsibility of the student to remind their Site Supervisors to conduct a Midterm Evaluation on them. Midterm evaluations will be conducted once a student has completed 75 hours at the internship site. For LMS program students a total of TWO Midterm Evaluations will be completed and submitted (one for the elementary site; one for the middle/high school site). These will be conducted after the student completes 37.5 hours at each site for 604 students or 10 days at each site for 606 students.

COMPONENTS OVERVIEW

Site Supervisor Final Evaluation

The Final Evaluation:

utilizes a three-step process: 1) Using the Action Plan as the basis for assessment and evaluation Site Supervisors are asked to conduct an “exit interview” in order to discuss pros and cons of the experience with the intern; 2) Site Supervisors will summarize the “exit interview” in a written document using institutional letterhead; this written document will contain at least one or two paragraphs that records the Site Supervisor’s final on-site performance evaluation of the student; 3) Site Supervisors will complete a standard evaluation form that is supplied by the GSLIS; this form is given to the student to deliver to their Site Supervisors. Both the written Final Evaluation document on institutional letterhead and the GSLIS standard evaluation form will be delivered to the Course Instructor, who is the primary recipient of this material. It is up to the Site Supervisor to determine whether or not these materials are shared with the student. It is also up to the Site Supervisor to determine whether or not to provide the student with this documentation for delivery to Course Instructor.

Site Supervisors can:

1. Hand the Final Evaluation to students in a sealed envelope for delivery to the Course Instructor
2. Scan the original Final Evaluation document and email it to the Course Instructor in PDF format
3. Mail the Final Evaluation to the Course Instructor at the GSLIS

Please note it is the responsibility of the student to remind their Site Supervisors to conduct a Final Evaluation on them. Final evaluations will be conducted once a student has completed 150 hours at the internship site. For LMS program students a total of TWO Final Evaluations will be completed and submitted (one for the elementary site; one for the middle/high school site). These will be conducted after the student completes 75 hours at each site for 604 students or 20 days at each site for 606 students.

COMPONENTS OVERVIEW

GSLIS Site Visit Manager Evaluation

1. All students must be visited by the GSLIS Site Visit Manager; it is up to the student to coordinate with the Site Supervisor and Site Visit Manager in order to schedule a site visit.
2. Any student NOT visited or evaluated by the Site Visit Manager will receive a grade of “INCOMPLETE” at the end of the semester.
3. The Site Visit Manager will spend approximately 60-90 minutes at the site assessing both the site and the student. The Site Visit Manager will meet with both the student and their Site Supervisors. Students are evaluated based on what is outlined in their Action Plans.
4. Students will make sure that their Site Supervisors will be present and available to meet with the GSLIS Site Visit Manager on the day of the site visit.
5. Students will lead the Site Visit Manager on a short tour of the facility. Students will demonstrate to the Site Visit Manager their work area as well as any evidence of tasks, projects, etc. they are responsible for.
6. Students in the LMS program are required to conduct/teach a lesson plan for the Site Visit Manager.
7. For more information about the Site Visit Manager Evaluation please consult the course website.

COMPONENTS OVERVIEW

1. Final Grade

The final grade will be determined by the Course Instructor after input by the Site Visit Manager and of the Site Supervisor[s] student performance evaluations. The final grade is also determined by a review of the Internship Journal, all online activities, all in-class activities, class attendance and the Brief Reflection Paper.

The student's final grade is determined as follows:

Activity	Percentage of Final Grade	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%	

OVERVIEW OF INTERNSHIP

Every student enrolled in LBSCI 795 will be introduced to the total environment of the library or information center in which the internship is taking place including, but not limited to, the following:

1. Mission of the host institution
2. Goals and objectives of host institution
3. Community served by host institution
4. Administration/management of host institution
 - a. Organizational structure
 - b. Organizational culture
 - c. Policies and procedures
 - d. Finance/Budget
 - e. Miscellaneous
5. Roles of personnel at the host institution
6. Role of technology at the host institution
7. Use of resources by the host institution
 - a. Fiscal
 - b. Space (physical & virtual)
 - c. Facilities
 - d. Equipment (including technology infrastructure)
8. Collection Management at the host institution
 - a. Selection & Acquisitions
 - b. Organization, Classification, Cataloging & Technical Services
 - c. Collection Evaluation & Circulation
9. Interrelationship/interdependence of systems at the host institution
 - a. Internal
 - b. External
10. Strengths and concerns of the host institution

INTERNSHIP: ACADEMIC LIBRARY

For those students interning at an ACADEMIC LIBRARY the following are suggested topics for online discussion throughout the semester. Please note more topics and areas may be added by the Course Instructor; please consult the course website for latest updates.

- 1.** Where does the library lie within the institutional organization (i.e. who does the Library Director report to? Is there an Associate Library Director? Who reports to the Library Director, etc.?)
- 2.** What is the institutional accrediting agency? What was the date of last review/report?
- 3.** What is the status of the librarians in the academic library? What is the status of other categories of employees (number, part-time, unions, civil service, staff, etc.)? Is there adequate staffing?
- 4.** Are the librarians in the library regarded as faculty or staff employees? In addition to their MLS or MLIS, do all of the librarians have a second master's degree?
- 5.** What is the basic staff organization of the library?
- 6.** Who are the constituents (stakeholders) of the library? Who are the users of the library? Are there distinct user groups?
- 7.** What is the role of technology in the library? Who is in charge of instructional technology in the library? Is it a separate information technology department or is it the library itself?
- 8.** How many distinct departments does the academic library have? What are the roles of these departments and who is in charge of them?
- 9.** What is the nature of Reference and Circulation Services at the library? Are these services in the same location or separate?
- 10.** Describe the "physical space" of the library.
- 11.** Describe the "virtual space" of the library.
- 12.** What special projects, if any, is the library challenging?

INTERNSHIP: PUBLIC LIBRARY

For those students interning at a PUBLIC LIBRARY the following are suggested topics for online discussion throughout the semester. Please note more topics and areas may be added by the Course Instructor; please consult the course website for latest updates.

1. What is the line of authority/governance structure of the library?
2. What is the library's interaction with the Board of Trustees?
3. What is the current budget of the library?
4. What services does the library offer to adults, to young adults, to teens, to children, and to other special populations?
5. Does the library have any special outreach program[s]?
6. Describe the technical and administrative services of the library.
7. How does the library use technology?
8. Who are the constituents (stakeholders) of the library? Who are the users of the library? Are there distinct user groups?
9. What special projects, if any, is the library challenging?

INTERNSHIP: SCHOOL LIBRARY MEDIA CENTERS

For students in the LMS program interning in SCHOOL LIBRARY MEDIA CENTERS the following are suggested topics for online discussion throughout the semester. Please note more topics and areas may be added by the Course Instructor; please consult the course website for latest updates.

Vision, Mission, and Goals:

1. Does the library program foster a community of learning and literacy that leads to high academic achievement, independent reading and learning, and collaboration throughout the school? If so, how?
2. Does the library program support and stimulate the intellectual, the social, and the personal development of students? If so, how?

Teaching and Learning:

1. Does the library program promote a climate conducive to learning? If so, how?
2. Does the librarian[s] engage in collaborative planning and teaching? If so, how?
3. Does the librarian[s] integrate AASL Standards for the 21st Century Learner throughout the school? If so, how?
4. Does the library program address “Common Core Standards” for students? If so, how?
5. Does the library program address the 21st century multiple literacy needs of students including digital, visual, textual, and technological? If so, how?
6. How does the library program ensure that students obtain the skills necessary to acquire, select, evaluate, and use information appropriately and effectively?
7. Does the library program afford students opportunities for collaborative learning? If so, how?
8. Does the librarian[s] differentiate instruction to support student learning? If so, how?

INTERNSHIP: SCHOOL LIBRARY MEDIA CENTERS

For students in the LMS program interning in SCHOOL LIBRARY MEDIA CENTERS the following are suggested topics for online discussion throughout the semester. Please note more topics and areas may be added by the Course Instructor; please consult the course website for latest updates.

Information Access and Delivery:

1. Is the library's collection aligned with the school's curriculum and with students' individual needs? If so, how?
2. How does the library's use technology to support the school, the curriculum, and the students? How do the library's technology resources enhance learning?
3. Describe the library's facilities and physical environment; how does the library's environment foster learning?

Program Administration:

1. How do the library's policies and procedures support curricular needs and learning goals?
2. How does the library's collection development and evaluation planning process support curricular needs; how does it support and meet the diverse learning needs of students?

INTERNSHIP: SPECIAL LIBRARY

For those students interning at a SPECIAL LIBRARY the following are suggested topics for online discussion throughout the semester. Please note more topics and areas may be added by the Course Instructor; please consult the course website for latest updates.

- 1.** What is the position of the library with the parent organization? What is the line of authority?
- 2.** What is the accountability of the library to the parent organization?
- 3.** Who are the users (user groups) of the library? What are the special needs of the user[s]?
- 4.** Describe the characteristics of the collection of the library.
- 5.** Describe the characteristics of the services of the library.
- 6.** What are the library's collection development goals?
- 7.** What professional organizations are aligned with the library's mission?
- 8.** Describe how the library performs personnel evaluation? What are the library's performance appraisal procedures?
- 9.** Describe the role of technology in the library.
- 10.** Describe any other relevant characteristics that are important and unique to the library.

LBSCI 795: INTERNSHIP COURSE REQUIREMENT CHECKLIST

Item #	Student Action	Document	Disposition of Document	Follow-up
# 1)	<u>Pre-Registration/Registration:</u> Student ensures that he/she has (or will have) completed 21 credits before registering for LBSCI 795.	<i>Bursar's Receipt</i>	To Student	N/A
# 2)	<u>LBSCI 795 Orientation:</u> Student attends the Internship Orientation; student receives information on how to access <i>Official GSLIS Internship Handbook</i> ; student fills out <i>Student Profile</i> form.	<i>Student Profile</i>	To Course Coordinator	If student missed Orientation they must obtain a <i>Student Profile</i> form and submit it to Course Coordinator ASAP
# 3)	<u>GSLIS Internship Site List:</u> Student peruses the <i>GSLIS Internship Site Lists</i> and identifies at least THREE sites to contact. (Site List is available online and in the GSLIS Office).	N/A	N/A	N/A
# 4)	<u>Site Contact (initial):</u> Student will contact up to THREE potential internship sites in an attempt to secure an internship; initial contact may occur in person, by email and/or by phone; the student's goal is to obtain an interview and secure an internship position.	<i>Initial Sites Contact Form</i>	To Course Instructor	N/A

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Item #	Student Action	Document	Disposition of Document	Follow-up
# 5)	<p><u>Site Contact (follow-up)</u>: If sites previously contacted have not responded, student will follow-up and establish contact again in order to determine the likelihood of securing an internship. If none of the first three sites can host the student, the student must then quickly identify and contact THREE additional sites in order to secure an internship before the start of the semester.</p>	<p><i>Follow-up Sites Contact Form</i></p>	<p>To Course Instructor</p>	<p>N/A</p>
# 6)	<p>An internship site must be secured before the official start of the semester; if an Internship Site is NOT secured by the start of the semester the student MUST notify their Course Instructor via email.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
# 7)	<p><u>Action Plan</u>: Student must meet in person with their Site Supervisor to collaboratively draft an <i>Action Plan</i>. The final <i>Action Plan</i> must be written on the site's letterhead and it must be signed by both the Site Supervisor and the student. Please note it is Site Supervisor who writes the <i>Action Plan</i> NOT the student.</p>	<p><i>Action Plan</i></p>	<p>To Course Instructor</p>	<p>A copy of the <i>Action Plan</i> will be given to the Site Visit Manager</p>

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Item #	Student Action	Document	Disposition of Document	Follow-up
# 8)	<u>Internship Site Profile</u> : Student will fill out the <i>Internship Site Profile</i> form, which will be used by the Site Visit Manager when evaluating student on-site.	<i>Internship Site Profile</i>	To Course Instructor	A copy of the <i>Internship Site Profile</i> form will be given to the Site Visit Manager
# 9)	<u>Schedule On-Site Evaluation by Site Visit Manager</u> : All students MUST be evaluated on-site by the GSLIS Site Visit Manager. Students will contact the GSLIS Site Visit Manager with three possible dates in order to schedule an on-site visit. It is expected that the student's Site Supervisor will be available to meet and consult with the GSLIS Site Visit Manager during the scheduled site visit.	N/A	N/A	If student does not secure a schedule by specified date with the Site Visit Manager he/she must immediately email their Course Instructor and explain why
# 10)	<u>Confirmation of On-Site Visit</u> : Upon being visited and evaluated by the GSLIS Site Visit Manager, students must send an email notification to the Course Instructor	<i>Student Email</i>	To Course Instructor	N/A
# 11)	<u>Site Supervisor Midterm Evaluation</u> : Student must remind their Site Supervisor to conduct a midterm evaluation as soon as they have completed 75 internship hours (37.5 for [604] and 10 days for [606] LMS students).	<i>Official Midterm Evaluation on Site Letterhead</i>	To Course Instructor	N/A

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Item #	Student Action	Document	Disposition of Document	Follow-up
# 12)	<u>Site Supervisor Final Evaluation</u> : Student must remind their Site Supervisor to conduct a final evaluation as soon as they have completed 150 internship hours (75+75 for [604] students; 20+20 days [total of 240 hours] for [606] students).	<i>Official Final Evaluation on Site Letterhead & GSLIS Evaluation form</i>	To Course Instructor	N/A
# 13)	<u>Declaration of Completion of Internship</u> : Student must obtain signed <i>Declaration of Completion of Internship</i> form from their Site Supervisor verifying that they have completed the required 150 hours of internship experience for graduate academic credit (75+75 for [604] students; 20+20 days [total of 240 hours] for [606] students).	<i>Declaration of Completion of Internship</i>	To Course Instructor	N/A
# 14)	<u>Final Time Log</u> : Student must submit final Time Log with their Site Supervisor's signature.	<i>Time Log</i>	To Course Instructor	N/A
# 15)	<u>Final Internship Journal</u> : Student must submit final Internship Journal.	<i>Internship Journal</i>	To Course Instructor	N/A
# 16)	<u>LMS Students' Evaluation</u> : LMS students must complete and submit additional forms.	<i>QC Teams Management System</i>	Queens College Education Unit	N/A