
GRADUATE INTERNSHIP HANDBOOK

2014- 2015

LIS 690 Internship *and*

LIS 691 School Media Specialist
Internship

INCLUDES SYLLABI AND FORMS

*Palmer School of Library and Information Science
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1: INTRODUCTION

In the field of library and information studies, the Association of Library and Information Science Education (ALISE) defines an internship (field experience) as "learning by experience in a professional work setting." ALISE sees development of new information professionals as a partnership effort shared by schools, the organizations that host such professionals-in-training, and the interns themselves.

One of the goals of the Palmer School's Master's degree program is to educate and prepare students who will be knowledgeable, skilled, and committed members of the library and information science profession. Another is to provide a strong, relevant curriculum through which students develop the abilities for leadership and service in the field. This is consistent with the mission of Long Island University, which stresses the importance of experience-enriched learning.

The School's full program is offered at LIU Post on Long Island, and in Manhattan at NYU's Bobst Library. Selected courses are offered at LIU Brentwood. Our students are therefore interested in completing internships in the broad geographic area surrounding New York City. Some venture farther afield and complete internships in other states. The faculty and staff of the Palmer School look forward to a working partnership with host internship sites -- a partnership that provides the best possible education for students and serves the future of the profession.

The long list of sites that have hosted Palmer School students includes: New York Public Library, Baldwin Public Library, Brooklyn Public Library, East Hampton Library, Frick Collection, Ehrman Medical Library (NYU School of Medicine), Friends Academy, Great Neck South Middle School, John Jay High School, Columbia University, LIU, Adelphi University, American Museum of Natural History, Museum of the City of New York, the New-York Historical Society, American Foundation for the Blind, and Brooklyn Historical Society, to name just a few.

This handbook is for use by Palmer School **student Interns, Site Supervisors and Faculty.**

2: GENERAL PROGRAM DESCRIPTION

The Internship is intended to provide students with a professional experience that demonstrates the nature of work in the field and applies the theory and knowledge learned through formal course work. They are encouraged to do the internship in their last semester or when most of their electives have been completed.

At the Palmer School, the Internship (LIS 690 or 691) is a three credit, graduate level course **required for all students** for the M.S. degree in Library and Information Science. The LIS 691 Internship is required for Certification as a Library Media Specialist in New York State. For all other kinds of internships students take LIS 690.

The internship course requires completion of work in the field, along with written assignments. The Learning Contract (see Appendix C) forms a three-way partnership of students, Site Supervisors, and faculty. The underlying philosophy of the structure and procedures of the School's Internship is to place the responsibility on students for the quality of their experience and where it takes place. Host sites ensure that the Intern has an appropriate learning environment and faculty assess the Intern's performance in consultation with the Site Supervisor.

Initial site selection is done by students in the semester before the one in which they take the course. Selection of a site is done under the guidance of a Faculty Advisor. The Internship classes are taught by Instructors who are either full-time or adjunct faculty members (LIS 690) or by the Director of the School Library Media Program (LIS 691). They meet with the students three times during the semester as a group and monitor their progress as Interns.

INTERN CHARACTERISTICS

Students should plan to do their internships at sites that match their career interests and where they can use their academic backgrounds. Interns in the Palmer School program must meet the following criteria:

- * Maintain a 3.0 Grade Point Average or above;
- * Are in their last semester or have completed at least 27 out

of 36 credits in the M.S. program, including the four core classes (LIS 510, 511, 512, and 514) (Exceptions may be made in special cases.)

- * Meet any special host site requirements, such as citizenship, security requirements, educational level and/or standing, and course requirements.
- * Successfully apply to the site and complete an interview with the representatives at the host site.

3: BENEFITS FOR HOST SITES & THE SCHOOL

What do sites gain by having an intern from the Palmer School of Library and Information Science? This may vary, but the following are some of the benefits that archives, libraries, information centers, corporations, government agencies, and others have found in having interns.

- * An extra set of hands, with professional preparation, to undertake projects that regular staff seldom has time to do.
- * An opportunity to experiment with new services/operations without taking regular staff away from basic responsibilities and services.
- * The opportunity to preview potential full-time employees in actual work situations without long term commitment and at no direct financial cost since interns are normally not paid.
- * New ideas and a fresh mind to enliven and re-examine existing operations and services.
- * Pre-screened candidates whose course of study, interests, and career goals match the host site's needs.
- * Satisfaction from mentoring a promising individual and helping to educate someone for the profession.
- * Practitioners' relationships with the School are enhanced and enriched.

Benefits for the Palmer School include --

- * Constant faculty contact with the field.
- * Visibility for the School's programs through its interns, in all types of settings.
- * Faculty awareness of new developments in the field.
- * Current information about new and emerging positions.

4: WHO DOES WHAT

The Coordinator of Internships:

- * Assesses potential host sites for LIS 690 (non-School Library) Internships;
- * Ensures that the student gives a copy of the Learning Contract to the Site Supervisor and the Instructor for the Internship class;
- * Advises non-School Library Media Interns and reviews their learning contracts;
- * Visits and evaluates Internship sites and develops new contacts to expand list of sites;
- * Advises Interns on resume writing, individually and/or in the Internship class;
- * Updates and makes Internship Handbook available to students and host site representatives;
- * Maintains a list of (non-School Library) internship sites.

The Director of the School Library Media Program:

- * Assesses potential host sites for LIS 691 (School Library) Internships;
- * Ensures that the student gives a copy of the Learning Contract to the Site Supervisor and the Instructor for the Internship class;
- * Advises School Library Media Interns and reviews their learning contracts;
- * Maintains a list of K-12 school sites.

Internship Class Instructors: LIS 690 is taught as a course and Instructors will be full-time faculty. LIS 691 is taught by the Director of the School Media Program, who also advises all School Library Media Interns. The Instructors:

- * Collect the Learning Contracts for all students in the class;
- * Monitor and advise students during the internship;
- * Convene the class for three sessions during the semester;
- * Receive and grade written assignments as specified in the Learning Contract;
- * Determine what grade the student receives.

The Academic Advisor in the School:

- * Also registers students for the LIS 690 or 691 Internship class

Site Supervisors:

- * Interview and select Interns;
- * Help students identify potential projects at the site;
- * Approve the Learning Contract;
- * Orient the Intern to work and the organization;
- * Supervise the Intern's work;
- * Report problems and progress to the Instructor;
- * Evaluate the student using the appropriate form.

Students:

- * Take primary responsibility for selecting the site, develop the Learning Contract in collaboration with the Site Supervisor, and get it approved by the Director of Internships and the Site Supervisor;
- * Give a copy of the final Learning Contract to the Site Supervisor, the Instructor, and the Director of Internships or the Director of the School Library Media Program;
- * Apply to sites as though applying for a professional position;
- * Attend designated class sessions;
- * Complete a student evaluation of their internship and submit it to the Coordinator of Internships or the Director of the School Library Media Program at the end of the internship.

5. GETTING STARTED

Unless you are familiar with the site at which you will be doing your internship, the following may be helpful in getting adjusted...

First Impressions:

Be on time and adhere to schedules. Dress professionally, but with some sensitivity to the organization's dress codes, even if they are not written. At some sites, suits will be expected, while at others, the professionals may be less formally dressed. If you are not sure how formal your attire should be, ask your Site Supervisor.

Fitting In:

You may or may not have your own "space" whether it is an office, a cubicle, or a desk.

Since Interns are generally taken on with a view to helping educate future professionals, you may be viewed as both a blessing and a burden by staff at the site.

To make your experience useful for everyone concerned, you can help by asking questions and going the extra mile from time to time.

Orientation:

You may be given an orientation that will include a tour, talks about policies, and other information you will need to know. This should familiarize you with the environment of the organization where you are doing your internship and help you to adapt to it.

If you are not given a formal orientation, you should ask your Site Supervisor to spend a little time with you so you understand the organization as a whole.

You might ask for information about working hours, how work and units are organized, and who you can ask questions of should your Site Supervisor not be available.

6: EXPECTATIONS

Objectives for an internship cannot be fulfilled unless all parties understand the purpose and nature of the experience. This includes the student, the School's faculty, and the Supervisor at the site that hosts an intern.

Students while interning are expected to:

- * learn about the field and apply the theory that has been acquired through formal courses;
- * respect and adhere to the Learning Contract;
- * have a clear definition of their project(s) and responsibilities during the internship;
- * be given information and instruction about the organization in which they are doing their internship, along with their role in it;
- * understand and fit into the host site's organization and environment;
- * be able to do the projects that are assigned;
- * be treated as a professional and a colleague;
- * conduct themselves in a professional and a productive manner;
- * be responsible, have a good attitude and be interested in learning;
- * be responsive and display initiative.

The Palmer School faculty expectation is that:

- * students will make arrangements for doing an internship one semester prior to the one in which it is actually done;
- * students will take responsibility for selecting the site, applying to the site, and arranging an interview, subject to Advisor's approval;
- * students will read the syllabus for their internship (see Appendix A or B), complete the Learning Contract (see appendix C) and negotiate the necessary approvals;

- * students will keep in touch with their Advisor and the Instructor, especially if there is a change in the status of the Learning Contract or other problems;
- * (LIS 691 only) an intern in a school library media center will teach a lesson and will provide a written lesson plan prior to teaching the lesson; will engage in a minimum of ten hours of instructional time with students and/or teachers during the internship; and will be observed teaching on one formal teaching occasion during the semester of enrollment by the a Palmer School faculty member, Director of the School Library Program, or supervisor. Prior to the site visit, a lesson plan will be provided;
- * assignments will be turned in on time;
- * interns will attend and participate in the three scheduled class meetings.

Site Supervisors are expected to:

- * provide an appropriate introduction to the organization and the intern's role in it;
- * respect and adhere to the Learning Contract;
- * treat an intern as a professional;
- * provide adequate instruction about specific tasks and procedures;
- * treat the internship as an opportunity to participate in the educational process.

Internship students are strongly encouraged to contact LIU's Career Services office and to take advantage of all they have to offer. Their services include job search counseling, résumé reviews and access to OptimalResume, mock interviews, and JobNet, which is an online job database for LIU students and alumni. For further information, contact LIU Career Services at 516 299-2251 or check their website <http://liu.edu/CWPost/StudentLife/CareerSrv.aspx> .

“The future of work consists of learning a living”

Marshall McLuhan, 1911-1980

7. THE LIS 690 INTERNSHIP

The Palmer School's LIS 690 Internship class covers internships at all library and information center sites except for School Media Centers. Sites can include academic (college or university) libraries, public libraries, special libraries, law libraries, medical libraries, libraries within companies, archives, museums, and historical societies.

The Palmer School maintains a list of sites that have hosted Palmer Interns in the past, as well as current internship opportunities each semester. Students may also apply at sites which have not previously hosted Palmer School interns, under the guidance and with the assistance of the Coordinator of Internships. Students are responsible for setting up their own internships, and this should be done during the semester prior to the one in which they take the LIS 690 class and do their internship hours. It can take some time to set up an internship, so students are strongly encouraged to start planning and applying early. Securing an internship is in some ways like finding a job and serves as a rehearsal for the job search: the student must apply, submit a resume, and be interviewed.

The LIS 690 class is graded on a PASS/FAIL basis and meets face-to-face three times during the semester. The rest of the students' time for the internship is spent at the site (120 hours) and working on written assignments.

Site Supervisors must be Master's degree-holding Librarians or Certified Archivists (for students who are working towards the Certificate of Advanced Study in Archives and Records Management in addition to the M.S., the Site Supervisor must be a Certified Archivist).

Learning Contract/Internship Form--

This is the most important document connected with an internship (see Appendix C). It will guide your experience and define the expectations that you, the Palmer School, and the Site Supervisor have for the duration of your internship. It will define a common understanding of your internship. It should be discussed first with your Faculty Advisor or the Director of Internships, and then with the Site Supervisor once a site has accepted your application.

Résumé--

During the semester in which you choose your internship site and experience, a résumé should be prepared and submitted to the host site(s) that interest you. It is advisable that the Coordinator of

Internships review the résumé, along with any site(s) and project(s) that interest you. When you are ready to approach a site, the usual way to do so is to contact the site and submit your résumé with a cover letter indicating your interest.

Student Evaluation Form--

At the end of the internship you will be asked to fill out an evaluation form (see Appendix H) about your experience and the host site. This form should be completed and returned to your Internship class instructor. This information will not be used in establishing whether you pass or fail. It will remain confidential, and will be used by the School to monitor sites and the experiences they provide for graduate interns.

Evaluation of your Internship--

As part of the Learning Contract you will have selected various means by which your internship can be evaluated. During the first class meeting of LIS 690, if not before, the Instructor of the LIS 690 section in which you are registered should be given a copy of the Learning Contract previously approved by your Faculty Advisor or the Coordinator of Internships. The Instructor of LIS 690 will be deciding upon a PASS/FAIL on the basis of the Learning Contract, written assignments, class discussion and participation, and the Site Supervisor's evaluation of your internship.

Site Supervisor's Paperwork--

Before the end of your internship, the Site Supervisor is asked to prepare an evaluation (see Appendix G) of you as an intern that is submitted to the Palmer School. Please note: this is a confidential form and should be sent or faxed by the Site Supervisor him/herself (please see instructions at bottom of evaluation form).

You may make an appointment with the Director of the Palmer School for a verbal summary of this evaluation if the Site Supervisor has not shared it with you.

8. THE LIS 691 SCHOOL MEDIA SPECIALIST INTERNSHIP

At the Palmer School, in order to fulfill requirements for both the M.S. degree in Library and Information Science and for Certification as Library Media Specialists in New York State, students must complete the LIS 691 School Media Specialist Internship (see Appendix B for the syllabus).

This is a graded course (A, B, C, or Incomplete) that requires completion of two (2) college supervised student-teaching (internship) experiences of at least 20 school days each, at approved sites, working under supervision of professionals in the field. Students will divide their time between elementary (20 days) and secondary schools (20 days).

Interns are encouraged to participate in a variety of communities and across the range of student developmental levels, with experiences in high-need schools and experiences with each of the following student populations: socio-economically disadvantaged students, students who are English language learners, and students with disabilities.

Schedule --

The semester prior to taking LIS 691 Internship / Student-Teaching, the Student:

- * must have completed 100 hours of Field Service Observation;
- * meets with the Director of the School Media Program and/or Faculty Advisor for approval of resume and desired sites and projects;
- * applies to the site by sending a resume, arranging to be interviewed, and learning about that district's policy for student teachers;
- * prepares Learning Contract and obtains faculty and supervising professional agreement and signatures;
- * registers for LIS 691;
- * arranges schedule for working (2) college supervised student-teaching (internship) experiences of at least 20 school days each.

It is strongly suggested that students be fingerprinted as per State regulations early in the Program so they will be on file before the Internship begins.

During the semester of the Internship all interns:

- * meet as a class three times during the semester. The time and location of these meetings will be given on the course schedules;
- * work (2) college supervised student-teaching (internship) experiences of at least 20 school days each (one school day equals 6 hours);
- * complete the written assignments as specified in the Learning Contract;
- * hand in assignments and evaluation of the internship by the date specified by the instructor of their LIS 691 class;
- * maintain a Learning Journal. This is daily or weekly log or journal in which learning experiences are recorded as they happen. Observations about the relationship between theory and practice, unexpected realities, interpersonal relationships, organizational changes, or insights about relationships to your career can be included.

9: SITE and SITE SUPERVISOR INFORMATION

BECOMING A HOST SITE

All types of settings can become host sites for interns from the Palmer School of Library and Information Science: archives, corporations with records management units/programs, business information centers, college and university libraries, computing and information vendors, museums, public libraries, government agencies, hospitals, schools from K-12, law firms, etc. To qualify for interns, the host site must have:

- * A supervising professional with appropriate qualifications to supervise the intern (e.g., certified archivist or records manager, a certified school library media specialist, a librarian with the master's degree)
- * Work or special projects of a professional nature that will meet the learning objectives of the intern and the School.

Applications to become a host site can be submitted at any time by completing the form (see Appendix F) in this *Handbook* and sending the requested information to the School. The School maintains a file in which students search for suitable projects, locations, and types of organizations.

SELECTING AN INTERN

In the semester before the one in which they do their Internship hours, students select potential sites, submit resumes to them, and arrange an on-site interview for themselves. Sites may reject students who apply if they are not a good match for site requirements.

PAPER WORK

Once a site has applied and been accepted, paper work is minimal. Site Supervisors are asked only to:

- * Review and approve the Intern's Learning Contract (see Appendix C)
- * Complete an end of semester evaluation of the intern (see Appendix G)

WORKING WITH THE INTERN ON SITE

HOST SITE RESPONSIBILITIES

- * Provide an orientation to the entire organization, its policies and regulations, and appropriate introductions to other personnel to ensure that the Intern understands the context and setting for their work.
- * Arrange a mutually convenient schedule for the completion of 120 hours (LIS 690) or 40 days of work (LIS 691).
- * Ensure that the Learning Contract is followed in order to achieve the intern's objectives.
- * Check on and talk with Interns about progress so there are no surprises in the final evaluation.
- * Treat Interns as though they are professional members of the staff -- by allowing them to attend staff meetings, seminars, training workshops, etc.
- * Contact the Internship Instructor, Coordinator of Internships, or Director of the School Media Program (for student teachers) if there is a problem with an Intern.

TO PAY OR NOT TO PAY

Interns are normally not paid or compensated in any way. Some institutions, however, have established paid positions through which they cycle a series of interns; others provide a commuting or meal allowance. The host site must adhere to legal requirements for deduction of Social Security, income tax, etc. if Interns are paid.

International students (with F-1 visas) may also have restrictions on their ability to accept paid internships.

INTERACTION WITH THE SCHOOL

The instructors are responsible for maintaining contact with the Site Supervisor and the Intern to monitor progress during the semester. Site visits are at the discretion of the Coordinator of Internships and the Director of the School Media Program (for student teachers).

10. IN CASE OF PROBLEMS

If a problem arises during your internship, you have several resources that you can contact -- first, the Instructor for the LIS 690 class. Alternately, your Faculty Advisor, the Coordinator of Internships, the Director of the School Media Program and/or the Director of the Palmer School may be contacted depending on the nature of the problem. Normally, the instructor will work with you and your supervising professional to resolve the problem. Below are some situations that may arise, and how they can best be handled.

Absences and Medical Leaves --

Interns should contact the Site Supervisor and instructor for LIS 690 or 691 as soon as possible if an absence due to illness or emergency is necessary.

If the absence is the result of a work-related injury or illness, the student should also report the illness or injury to the Site Supervisor and ask for guidance in adhering to the host site's regulations.

If the absence is long enough that the required hours of work cannot be completed within the semester, interns must obtain approval from the LIS 690/691 instructor and the supervising professional to complete requirements in the subsequent semester and get an Incomplete for the course.

Holidays –

The University's calendar is not necessarily followed at an internship site. You should adhere to the holidays and schedule of the host organization and ignore things like spring break at the University. Special time off should be arranged with the Site Supervisor.

Change in Status --

If there is significant change in the nature of your work/project and it deviates from the Learning Contract, (e.g., doing non-professional tasks, or being assigned to different departments), you should speak with your LIS 690/691 instructor.

Interpersonal Relations --

In the rare situation where interpersonal conflict occurs at the internship site, you should first discuss it with the Site Supervisor. If this does not resolve the problem, or if the problem is with

the Site Supervisor him/herself, speak to your LIS 690/691 instructor as quickly as possible.

Legal Issues --

Most internships will be unpaid. (U.S. Department of Labor, Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act <http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>.)

Those fortunate enough to be offered paid internships can expect to have income tax, Social Security and other deductions taken from their pay. Financial aid, graduate assistantships etc. may be affected by paid internships, so these interns must report the number of hours worked to the School's Academic Counselor and/or the Associate Dean.

International students (F-1 visas) should check with the International Student Advisor about their eligibility for paid internships.

The University's policies on sexual harassment and discrimination (also in the Student Handbook) are explicit and must be adhered to by faculty, students, and supervising professionals. They can be found on LIU's Human Resources website: <http://www.liu.edu/About/Administration/University-Departments/Human-Resources/HR-Policies/Anti-Harassment-Discrimination-Policy.aspx>.

Non-Resident Interns –

Students with F-1 visa status can be placed in internships, provided that the assignments are part of the program of classroom study and integrated with a structured and supervised off-campus experience. Host sites have the right to reject interns who are not permanent residents or U.S. citizens if security so warrants. International students (F-1 visas) may have restrictions placed on their acceptance of paid internships.

If there is any question at all about an international student doing an internship, the instructor/faculty advisor should contact the International Student Services Office at (516) 299-1451.

11: APPENDICES

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APPENDIX A – LIS 690 INTERNSHIP SYLLABUS

LIS 690: Internship

Course Description: This internship is intended to provide students with a professional experience that demonstrates the nature of the responsibilities and roles of librarians and archivists. The intention of this internship is for students to apply the theory and knowledge they have gained through their coursework. Students will be eligible to begin this internship when the following courses have been completed: LIS 510, 511, 512, and 514, and when they have earned a total of 27 credits.

This course consists of a total of 120 hours of supervised internship work in a library, museum, corporate, cultural, archival, or other appropriate setting. The class associated with the internship meets a total of three times.

This internship is governed by a Learning Contract that forms a three way partnership of students, site supervisors who are practicing librarians or archivists, and Palmer School faculty. Site selection is the responsibility of the intern, with the guidance of a faculty advisor, and it is expected that sites are chosen the semester prior to registering for LIS 690. If a student needs suggestions for sites, contact the Director of Internships. Ultimately, it is the responsibility of the student to ascertain that the site s/he selects is one that will offer a quality learning experience in an appropriate environment. Internship faculty will assess the intern's performance in consultation with the site supervisor.

Palmer School Student Learning Objectives (SLOs): *The following are the main objectives and assessment methods for the internship.*

4a. Students will put theory to practice within an information organization. (Assessed through internship/student teaching activities and reflective essay)

1d. Students will communicate effectively with diverse audiences (Assessed through pre-internship activities, such as finding an appropriate site, developing a learning contract in partnership with the site supervisor, choosing appropriate student learning objectives, etc.)

Student intern criteria: Student interns must meet the following criteria:

- Maintain a 3.0 grade point average or above
- Successfully apply to the site and complete an interview with representatives at the host site
- Register for LIS 690

- Arrange a schedule that is mutually agreed upon by both the site supervisor and the student
- Prepare the Learning Contract in collaboration with the site supervisor to be signed by the faculty advisor, the site supervisor, and the student. The Learning Contracts govern the activities and experiences of the intern.

Learning Contract, Palmer School Goals and Student Learning Outcomes:

The Palmer School has five specific goals, listed below, that meet its mission of educating information professionals. Please review these **Goals** and the associated **Student Learning Outcomes** and determine which two or three Student Learning Outcomes will govern your learning experiences and activities during the internship. At least two specific Learning Outcomes must be individually addressed in your learning journal.

Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities;

Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10

Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information;

Aligned with: ALA Standards I.2.1

Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations;

Aligned with: ALA Standards I.2.1, I.2.4, I.2.9

Goal 4: Staff, manage and lead libraries and information organizations of all types;

Aligned with: ALA Standard I.2.1

Goal 5: Contribute to the profession through service, research and advocacy.

Aligned with: ALA Standards I.2.4, I.2.5, I.2.6, I.2.7

Student Learning Outcomes

1. In achieving Goal 1, students will:
 - a. explain and apply the foundations and principles of the library and information science professions;
 - b. analyze policies and trends affecting libraries and information organizations and the profession;
 - c. compare and contrast different types of collections and information organizations;
 - d. communicate effectively with diverse audiences.

Aligned with: ALA Core Competencies 1A, 1B, 1C, 1D, 1E, 1F, 1G

2. In achieving Goal 2 students will:

- a. use professional standards to manage and deliver information resources in a variety of formats;
- b. use systems for organizing and structuring information and knowledge;
- c. search, retrieve and synthesize information from a variety of systems and sources;
- d. evaluate information systems and technologies.

Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, 5B

3. In achieving Goal 3, students will;

- a. evaluate and use information resources and services to meet the needs of diverse populations;
- b. develop and deliver information programs designed to meet the needs of specific users and communities;
- c. integrate technology into programs and services.

Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D

4. In achieving Goal 4, students will:

- a. put theory into practice within an information organization;
- b. explain and apply principles and practices of management and leadership;
- c. explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate.

Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E

5. In achieving Goal 5, students will:

- a. understand the importance of service to the profession, and continuing professional development;
- b. understand the importance of advocacy on behalf of information organizations and the profession;
- c. understand the fundamentals of qualitative and quantitative research methods;

Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

The goal of careful selection and attention to your learning outcomes is to ensure the acquisition of new skills, and to give you the opportunity to apply the skills you already have and the new ones you will inevitably acquire during the course of the internship.

Schedule: LIS 690 will meet as a class three (3) times during the semester which will be noted on the Palmer School course schedule. Students are expected to complete a large part of the 120 hours during the time they are enrolled in LIS 690. Interns are expected to complete all paperwork that results from their internships prior to a grade being given. Those students who do not complete either their hours or their paperwork will be given an Incomplete as a grade until all work is submitted.

Seminar topics will include: expectations, goal setting, developing effective resumes and cover letters, sharing of experiences, discussion of realities encountered.

Grading criteria: Interns will receive a grade of PASS/FAIL based on the following criteria:

- Learning contract development with emphasis on appropriate and individual student learning goals
- Learning journal that documents learning experiences and activities, time spent, and reflection including observations about the activity's relationship between theory and practice, unexpected realities, interpersonal relationships, or insights about how the activity/experience will impact your career. This journal needs to address at least two of the Palmer School Learning Outcomes individually (see Goals and Learning Outcomes above).
- Attendance at all class meetings and participation in discussion and activities during these meetings
- Résumé and cover letter to be used for potential job searches
- Site supervisor's evaluation and comments

APPENDIX B – LIS 691 SCHOOL MEDIA SPECIALIST INTERNSHIP SYLLABUS

LIS 691: School Library Student Teaching Internship

Course Description: This internship is intended to provide students with a professional experience in teaching in a school library that demonstrates the nature of the responsibilities and roles of school librarians in their school environments. The intention of this student teaching internship is for students to apply the theory and knowledge they have gained through their coursework. Students will be eligible to begin this internship when the following courses have been completed: LIS 510, 511, 512, 620, 622, 626, 629, 712, and a special education course (EDS 600 or 622 or equivalent). All 100 hours of observation/ practicum must be completed. This course is required for NYS teacher certification as a Library Media Specialist.

This course consists of two (2) supervised student teaching experiences of at least 20 school days each, at an approved site, working under the supervision of a certified school librarian. Students will divide their time (240 hours or 40 days) between an elementary school and a secondary school (defined as either a high school and/or a middle school). It is expected that student teaching interns participate in all school library activities, especially dealing with a range of student developmental levels and having experiences with the following student populations: socio-economically disadvantaged students, students who are English Language Learners, and student with disabilities.

This internship is governed by a Learning Contract that forms a three way partnership of students, site supervisors who are practicing school librarians, and Palmer School school library faculty. Although site selection is the responsibility of the intern, with the guidance of a school library faculty advisor, it is expected that sites are chosen the semester prior to registering for LIS 691 and receive approval from the Director of the School Library Program. During the 100 hours of observation/ practicum prior to student teaching, students should be making contacts with this internship in mind. If a student needs suggestions for sites, contact the Director of the School Library Program. Ultimately, it is the responsibility of the student to ascertain that the site s/he selects is one that will offer a quality learning experience in an appropriate learning environment, to have the opportunity to teach diverse classes and use an automation system. School library faculty will assess the intern's performance in collaboration with the site supervisor. Student teachers will have two observations by faculty: one is a specific teaching observation (required) and the other is an informal visit (optional).

Student teaching intern criteria: Student teaching interns must meet the following criteria:

- A 3.0 grade point average or above

- Successfully apply to the site and complete an interview with representatives at the host site (all school districts have different policies as to the procedures necessary to engage in student teaching; it is up to the students to determine what these are and fulfill the school district's requirements)
- Completed 100 hours of observation/ practicum and required coursework specified above
- Register for LIS 691
- Arrange a schedule that is mutually agreed upon by both the site supervisor and the student
- Prepare 2 Learning Contracts in collaboration with the site supervisors of an elementary school site and a secondary school site, to be signed by the Director of the School Library Program or faculty advisor, the site supervisor (cooperating teacher), and the student. The Learning Contracts govern the activities and experiences of the student teacher.
- Be fingerprinted according to NYSED's procedure (see www.highered.nysed.gov/tcert and click the link for "fingerprinting"; this is necessary for teaching certification as well)
- Begin an application to the TEACH system for NYSED teacher certification

School districts will often require a letter from the Palmer School that substantiates that the intern is a student of the Palmer School. This letter often needs to designate specific dates the intern will be working on site, the name of the cooperating teacher and school name and level. To obtain such a letter, if one is needed, contact Erin Reilly, Palmer School secretary, with the specific name and title of the contact person and the address the letter should go to, as well as the information the site requires. Many school districts require that this be done at least a month before the internship begins. Email Erin at erin.reilly@liu.edu for the letter(s).

Learning Contract:

Students will be required to develop two (2) learning contracts, one for each site. Learning Contracts reflect the **Palmer School Goals**, listed below, which meet Palmer's mission of educating information professionals. These **Goals** and the associated **Student Learning Outcomes** will govern your learning experiences and activities during the internship. At least two specific Learning Outcomes must be individually addressed in your learning journal.

Goal 1: Apply the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities; (*Aligned with: ALA Standards I.2.1, I.2.2, I.2.3 and I.2.10*)

Goal 2: Utilize a broad range of approaches, systems, and technologies to manage and deliver information; (*Aligned with: ALA Standards I.2.1*)

Goal 3: Deliver user-centered services and cost-effective programs tailored to the needs of diverse populations; (*Aligned with: ALA Standards I.2.1, I.2.4, I.2.9*)

Goal 4: Staff, manage and lead libraries and information organizations of all types; (*Aligned with: ALA Standard 1.2.1*)

Goal 5: Contribute to the profession through service, research and advocacy.
(*Aligned with: ALA Standards 1.2.4, 1.2.5, 1.2.6, 1.2.7*)

Student Learning Outcomes

1. In achieving Goal 1, students will:
 - a. explain and apply the foundations and principles of the library and information science professions;
 - b. analyze policies and trends affecting libraries and information organizations and the profession;
 - c. compare and contrast different types of collections and information organizations;
 - d. communicate effectively with diverse audiences.

Aligned with: ALA Core Competencies 1A, 1B, 1C, 1D, 1E, 1F, 1G

2. In achieving Goal 2 students will:
 - a. use professional standards to manage and deliver information resources in a variety of formats;
 - b. use systems for organizing and structuring information and knowledge;
 - c. search, retrieve and synthesize information from a variety of systems and sources;
 - d. evaluate information systems and technologies.

Aligned with: ALA Core Competencies 2A through 2D, 3A through 3C, 5B

3. In achieving Goal 3, students will;
 - a. evaluate and use information resources and services to meet the needs of diverse populations;
 - b. develop and deliver information programs designed to meet the needs of specific users and communities;
 - c. integrate technology into programs and services.

Aligned with: ALA Core Competencies 1J, 4A, 4C, 4D, 5A, 5C, 5D, 5F, 5G, 7B, 7C, 7D

4. In achieving Goal 4, students will:
 - a. put theory into practice within an information organization;
 - b. explain and apply principles and practices of management and leadership;
 - c. explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate.

Aligned with: ALA Core Competencies 1K, 4A, 4B, 8A through 8E

5. In achieving Goal 5, students will:
 - a. understand the importance of service to the profession, and continuing professional development;
 - b. understand the importance of advocacy on behalf of information organizations and the profession;
 - c. understand the fundamentals of qualitative and quantitative research methods;

Aligned with: ALA Core Competencies 1H, 6A through 6C, 7A

The goal of careful selection and attention to your learning outcomes is to ensure the acquisition of new skills, and to give you the opportunity to apply the skills you already have and the new ones you will inevitably acquire during the course of the internship.

Schedule:

LIS 691 will meet as a class three (3) times during the semester which will be noted on the Palmer School course schedule. Students are expected to complete a large part of the 240 hours (40 days) during the time they are enrolled in LIS 691. The optimum condition is for students to complete all 240 hours (40 days) during the semester they are enrolled in 691, but it is permissible to finish student teaching hours during a following semester (this allows students who work some flexibility in completing the time requirements for this student teaching experience). Student teaching interns are expected to complete all paperwork that results from their internships prior to a grade being given. Those students who do not complete either their hours or their paperwork will be given an Incomplete as a grade until all work is submitted. Seminar topics will include: expectations, goal setting, developing effective resumes and cover letters, sharing of experiences, discussion of realities encountered, applying for NYSED certification as a Library Media Specialist, etc.

Grading criteria:

Student teaching interns will receive a grade of A, B, C, or Incomplete based on the following criteria:

- Learning contract development with emphasis on appropriate and individual student learning goals
- Learning journal that documents learning experiences and activities, time spent, and reflection including observations about the activity's relationship between theory and practice, unexpected realities, interpersonal relationships, or insights about how the activity/experience will impact your career
- Accomplishment of the student's learning goals as documented in a brief description of projects or activities during the internship and a short reflective essay
- Student teaching lesson observation (see attached rubric/checklist) and submitted lesson plan
- Attendance at all student teaching class meetings and participation in discussion and activities during these meetings
- Resume and cover letter to be used for potential job searches
- Site supervisor's evaluation and comments from both sites

APPENDIX C – LEARNING CONTRACT

Learning Contract Form:

**Palmer School of Library and Information Science
Long Island University**

LEARNING CONTRACT

Participant Information:
Intern/ Student Teacher's Name:

Address:

Phone Numbers:

Email:

Internship/ Student Teaching Site:

Name of Site Supervisor:

Site/School:

Address:

Phone number:

Email address:

Palmer School:

Internship Class Instructor:

Email:

Learning Contract Agreement Signatures:

Intern/ Student Teacher: _____ Date: _____

Site Supervisor: _____ Date: _____

Internship Class Instructor: _____ Date: _____

Introduction and Description:

This contract is designed to verify and guide the internships for graduate students in the Palmer School of Library and Information Science. Activities and experiences that are noted in this contract are a guide for the work of the intern during the internship and must be developed collaboratively with the intern, site supervisor and internship class instructor. This contract provides a description of the internship experience/projects, the students' personal learning objectives and methods of evaluation to be used. Please note – for LIS 690 students the internship is 120 hours.

This contract must be completed and signed in a timely fashion at the beginning of the internship period. The intern is responsible for completing the contract form(s) and providing a copy to the LIS 690 or 691 Instructor.

1. Internship Supervisor: Please identify the role of the site supervisor, including the kinds of orientation, instruction, and supervision to be provided:

C. Human Relations Objectives: Identify one way to improve working relationships or develop partnerships with supervisors, colleagues, or others with whom you will associate during the internship

3. Internship Project Description: Describe in as much detail as possible the agreed upon responsibilities for this internship, including service projects that will be left at the site, programs you will take responsibility for, and unique experiences that you develop in partnership with your site supervisor that have not been previously mentioned.

Evaluation and Grades: Academic evaluation is done by the LIS 690 or 691 Instructor on the basis of the following:

- development and accomplishment of the students' personal learning objectives
- completion of projects and activities outlined in the Learning Contract
- **For LIS 691 students only:** student teaching lesson observation and submitted lesson plan
- **For LIS 691 students only:** a Learning Journal in which the following are noted: a summary of daily activities with dates and times noted; a reflection on these activities which might include the relationships between theory and practice, unexpected realities, interpersonal relationships, or insights about the relationship between the internship activities to student's career objectives
- the Site Supervisor's Evaluation Form
- other activities that are part of the internship experience, such as resume / cover letter, posting on the internship blog (**LIS 691 students only**), class participation, attendance at the three seminars, etc.

School library (LIS 691) interns must submit one Learning Contract for the elementary school site and one Learning Contract for the secondary school site.

APPENDIX D – STUDENT TEACHING RUBRIC / CHECKLIST (for LIS 691)

Student Teaching Rubric/ Checklist

Organization: Student teacher presents a clear beginning (anticipatory set which ends with the restatement of the instructional objective in student terms), a middle sequenced appropriately and according to Madeline Hunter format, and a closure appropriate to the topic. Time management.

Excellent (3 points):

- Extremely well organized
- The lesson has a natural flow and the student teacher is prepared
- The components as presented by the student teacher follow a logical progression
- Student teacher kept the lesson to the allotted time without missing any of the key concepts of the lesson

Good (2points):

- Lesson is fairly organized and the student teacher is prepared
- Lesson components seem to follow a logical progression, but one or two of the components may seem out of order
- When changes need to be made, the student teacher adapts well
- Lesson was just over or under the allotted time

Still needs work (1 point):

- Lesson is not well organized
- Student teacher seems not to be prepared
- Student teacher does not adapt well or anticipate changes in the lesson
- Lesson was much longer or shorter than the time allotted

Comments:

Delivery: Student teacher is confident in the presentation of the lesson, has obviously practiced, is enthusiastic, easily understood (good articulation), is comfortable with the information, is able to handle classroom management situations with ease, and has clear transitions from one segment of the lesson to the next (use of appropriate transition vocabulary, (eg. First, then, next, after...)).

Excellent (3 points):

- Student delivers the lesson with minimal use of notes or visual aids exhibiting true comprehension of the topic
- Uses appropriate transitions
- Makes eye contact throughout the lesson
- Student teacher projects enthusiasm and confidence
- Student teacher speaks clearly
- Anticipates and handles classroom management situations before they become an issue

Good (2 points):

- Student teacher attempts to deliver the lesson but relies heavily on note cards or other visual aids to do so
- Some attempt at transitions but progression from one segment of the lesson to the next is choppy
- Makes some eye contact throughout the lesson
- Projects interest in the lesson
- Recognizes that students are not acting appropriately and attempts to handle classroom management situations before they escalate

Still needs work (1 point):

- Student teacher reads the lesson from note cards exclusively
- Little or no eye contact
- Student is hard to hear
- Student teacher's body language shows lack of enthusiasm or confidence
- Student teacher appears unsure of the material and the progress of the lesson
- Does not attempt to use classroom management strategies for inappropriate behavior

Comments:

Subject Knowledge: A clear presentation of the topic, suitable to the grade level, that incorporates elements of Madeline Hunter throughout the lesson, differentiates the instruction for multiple learning styles and abilities, and presents elements of good pedagogy (eg. High level questioning, cooperative learning, brainstorming techniques, critical or creative thinking, etc.)

Excellent (3 points):

- Student teacher demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration
- An excellent choice of subject matter for the noted grade level
- All elements of Madeline Hunter format are presented smoothly
- Lesson addresses different learning styles
- Lesson uses excellent pedagogical techniques

Good (2 points):

- Student teacher is comfortable with the information and answers all questions with simple explanations
- An acceptable choice of subject matter for the grade level
- Some elements of Madeline Hunter format are not presented (eg. Checking for understanding or a closure)
- Lesson addresses only one learning style
- Student teacher attempts to use one pedagogical technique

Still needs work (1 point):

- Student teacher does not have a grasp of the information
- Cannot answer questions about the subject
- Poor choice of the subject matter for the grade level
- Format of the lesson does not use Madeline Hunter elements
- Student teacher does not use any pedagogical techniques

Comments:

Materials and activity: Task developed for the student, use of resources and age appropriate materials, use of graphic organizers, activities and assignments are high quality and relevant to the objective

Excellent (3 points):

- Materials are original, creative and neat with no spelling or grammatical mistakes
- Materials are clearly used to support lesson components
- Materials are appropriate to the grade level and topic
- Materials, activities and assignments helped the “student” to more fully understand the topic

Good (2 points):

- Materials are appropriate for the subject matter, grade level, and support the lesson
- Materials are adequately made
- Materials, activities and assignments address student learning of the concept

Still needs work (1 point):

- Materials do not support the subject of the lesson
- Materials are sloppy or carelessly put together
- Materials have spelling or grammatical mistakes

Comments:

General Comments:

Pluses:

Minuses:

Improvements:

Grade: Excellent (12 - 10 points) = A+ , A

Good (9 - 7 points) = A-, B+

Still needs work (6 - 4 points) = B, B-

Re-do

APPENDIX E – OBSERVATION CHECKLIST (for LIS 691)

OBSERVATION CHECKLIST

NAME _____

As you begin your Internship/Student Teaching, there are many things you will want to do, have opportunities to experience and observe. Check off each experience as you progress through the Internship. There is room for notes and comments.

_____ Is the Library Media Center Automated? _____

_____ Have you had the opportunity to ‘teach a library lesson’? _____

_____ Have you created any Lesson Plans? Unit Plans? Big 6 projects or similar?

_____ ... an opportunity to use the computers and computer programs relevant to the LMC? _____

_____ ... used or observed operations in a ‘Computer Lab’? _____

_____ ... created any Bibliographies, Web Quests or other? _____

_____ ... an opportunity to Book Talk? _____

_____ ... to do a Story Time? _____

_____ ... to observe and use the Circulation System? _____

_____ ... to Check in books and other materials? _____

_____ ... to Check out materials ? _____

_____ ... to successfully maneuver the OPAC? _____

_____ ... an opportunity to select materials for the LMC? _____

_____ ... an opportunity to de-select (weeding) materials? _____

_____ ... to collaborate with classroom teachers? If so, describe briefly. _____

_____ ... an opportunity to order books or other materials for the LMC? _____

_____ ... an opportunity to help process a new order? _____

_____ ... an opportunity to do any corrective or original cataloging? _____

_____ ... been involved in developing a budget for the LMC? _____

_____ Have you attended any Faculty Meetings and/or Grade Level Meetings? _____

Further comments or observations: _____

APPENDIX F – HOST SITE APPLICATION

LONG ISLAND UNIVERSITY

Palmer School of Library and Information Science LIS 690/691 Internship Host Institution Application

Note: Please complete one form for each separate department or division

Host Institution Information:

Name of Institution/Organization _____

Department/Division/Unit _____

Street Address _____

City _____ State _____ Zip _____

Contact Person _____ Title _____ Phone(____) _____

Phone(____) _____ FAX _____ E-mail _____

Library Web Page URL:

Supervisor (if different from the contact person):

Name _____ Title _____

Phone(____) _____ FAX _____ Email _____

Type of Setting (check all that apply):

Academic

Public Library

Archives

School Library Media Center

Special Library (specify type) _____

Other (specify) _____

Internship Information:

Check all semester(s) during which you can host an intern:

- Fall Semesters (mid-September until the holiday break)
- Spring Semesters (end of January to mid-May)
- Summer Semesters (mid-May to end of August)

Hours for which interns desired (check all that apply):

- Weekdays (9:00-5:00, M through F)
- Weekdays evening hours
- Saturdays
- Sundays

Internship is (check all that apply):

- Unpaid
- Paid (Hourly rate \$_____)
- Travel/Other stipend of \$_____
- An exchange of staff with:

Signature _____

Title _____ Date: _____

*****Please attach (1) current literature about the Institution, (2) a brief description of each potential job or project.**

Send this application and all accompanying materials to:

Dr. Bea Baaden and Heather Ranieri, Coordinators of Internships
Palmer School of Library and Information Science
LIU Post
720 Northern Blvd.
Brookville, NY 11548-1300

APPENDIX G – SITE SUPERVISOR’S EVALUATION FORM

Please note: This is a confidential form that should be sent or faxed *by the site supervisor directly to the Palmer School* (address and fax number are at the end of the form). If students would like a verbal summary of the information on the form, they may contact the Palmer School Director.

**Palmer School of Library and Information Science
Long Island University
Site Supervisor’s Evaluation Form (revised 8/19/14)**

Name of the Intern:

Semester:

Host site supervisor’s name, title and address of the site:

Section A: Intern’s specific learning goals and objectives in Learning Contract.

1. At what level did your intern satisfy the terms of the Learning Contract that was developed?
Exceptional Above average Average Fair Poor Not Applicable

Comments:

2. How well did intern, in your estimation, put “theory into practice”?
Exceptional Above average Average Fair Poor Not Applicable

Comments:

Section B: Checklist of skills accomplished according to the Palmer School Student Learning Objectives:

In the goals below please mark the skill level and ability that you observed during the student's internship using the designations below.

Exceptional Above average Average Fair Poor Not Applicable

*** Denotes specific objectives important to be assessed during the internship*

Goal I: Students will reflect the principles, ethics and philosophy of the profession while serving their patrons, institutions and communities:

- a. Can apply the foundations and principles of the library and information science professions
Exceptional Above average Average Fair Poor Not Applicable
- b. Can analyze policies and trends affecting libraries and information organizations and the profession
Exceptional Above average Average Fair Poor Not Applicable
- c. Can compare and contrast different types of collections and information organizations
Exceptional Above average Average Fair Poor Not Applicable
- d. ****** Can communicate effectively with diverse audiences
Exceptional Above average Average Fair Poor Not Applicable

****For goal Id, please provide the rationale as to why this student was evaluated at this level of ability/skill.**

Comments:

Goal II: Students will utilize a broad range of systems and technologies to manage and deliver information:

- a. Uses professional standards to manage and deliver information resources in a variety of formats Exceptional Above average Average Fair Poor Not Applicable
- b. Uses systems for organizing and structuring information and knowledge
Exceptional Above average Average Fair Poor Not Applicable

- c. ****Can search, retrieve and synthesize information from a variety of systems and sources**
Exceptional Above average Average Fair Poor Not Applicable

****For goal IIc, please provide the rationale as to why this student was evaluated at this level of ability/skill:**

- d. Can evaluate information systems and technologies
Exceptional Above average Average Fair Poor Not Applicable

Comments:

Goal III: Students will deliver user-centered services and cost-effective programs tailored to the needs of increasingly diverse populations:

- a. Can evaluate and use information resources and services to meet the needs of diverse populations
Exceptional Above average Average Fair Poor Not Applicable
- b. Can develop and deliver information programs designed to meet the needs of specific users and communities
Exceptional Above average Average Fair Poor Not Applicable
- c. Can integrate technology into programs and services
Exceptional Above average Average Fair Poor Not Applicable

Comments:

Goal IV: Students will know how to staff, manage and lead libraries and information centers of all types:

- a. ****Can put theory into practice within an information organization**
Exceptional Above average Average Fair Poor Not Applicable

****For goal IVa, please provide the rationale as to why this student was evaluated at this level of ability/skill:**

- b. Can explain and apply principles and practices of management and leadership
Exceptional Above average Average Fair Poor Not Applicable
- c. Can explain and meet certification and/or licensure requirements for specialized areas of the profession as appropriate
Exceptional Above average Average Fair Poor Not Applicable

Comments:

Goal V: Students will be able to contribute to the profession through service, research and advocacy:

- a. explain the importance of service to the profession, and continuing professional development
Exceptional Above average Average Fair Poor Not Applicable
- b. explain the importance of advocacy on behalf of information organizations and the profession
Exceptional Above average Average Fair Poor Not Applicable
- c. **apply the fundamentals of qualitative and quantitative research methods
Exceptional Above average Average Fair Poor Not Applicable

****For goal Vc, please provide the rationale as to why this student was evaluated at this level of ability/skill:**

Comments:

Section C: Question related to Palmer School preparation of the intern:

3. How well do you feel that the Palmer School's curriculum provided a mix of theory and practice to prepare this intern for work in your library or organization?
Exceptional Above average Average Fair Poor Not Applicable

Comments:

Section D: General observations:

4. Did you notice any personal and/or professional growth during the internship?
5. If there were any areas in which the intern needed to improve, either in skills, knowledge or aptitudes, please indicate those.
6. What grade would you recommend that the intern be given? (**LIS 690: Pass/Fail OR LIS691: A, B, C, D or F**). Please indicate your reasons why.
7. Has this evaluation report been discussed with the student? Yes ___ No ___

Please sign this document.

Your name and title:

Signature:

Site Supervisors: please mail or fax this evaluation form before the semester ends to:

**Palmer School of Library and Information Science
LIU Post
Library 2nd Floor Room 360
Attention: Erin Reilly
720 Northern Boulevard
Brookville, NY 11548 – 1300
Fax number: 516 299 4168**

Thank you so much for providing your knowledge, expertise, and time for our students!

APPENDIX H – STUDENT’S EVALUATION FORM

LONG ISLAND UNIVERSITY
PALMER SCHOOL OF LIBRARY AND INFORMATION SCIENCE
STUDENT’S EVALUATION OF INTERNSHIP

Name of Intern:

Semester:

Intern’s Goal in the Palmer Program:

Name of Host Site:

Name of LIS 690/691 Instructor:

Host Site Address:

Supervisor Phone Number:

Name of Host Site Supervisor:

Supervisor Email:

1. ** a) List the 2 most important learning objectives you accomplished in this internship (refer to your learning contract and cite the SLO number):

-
-

b) Which one of these correlated best with your goals in the program?

2. How meaningful was this internship to your potential career and professional development? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

3. ** How well did the experiences and time spent doing tasks during the internship match the Learning Contract? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

4. How well did your LIS 690/ 691 Instructor provide direction and feedback about your internship? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

5. Did you receive enough instruction and feedback “on the job,” from your host site supervisor and how was it conveyed to you? (i.e. written/oral, formal/informal, etc.) Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

6. Would you recommend this site and the site supervisor for other internships? Why or why not?

1 2 3 4 5

7. ** In your estimation, how effectively do you feel you put “theory into practice”? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

8. a) In your estimation, how effective was the Palmer School coursework in preparing you for the work you engaged in during this internship? Explain below and rate on a scale of 1 (low) to 5 (high):

1 2 3 4 5

b) Name the courses that MOST prepared you for the work you engaged in:

c) Name the courses that LEAST prepared you:

d) What course or courses do you wish you had taken or that you thought was needed for your career goal?

9. Any additional comments?

Please mail/ deliver this to the Palmer School, LIU Post Campus, 720 Northern Blvd., Brookville, N.Y. 11548 – 1300 or fax to 516 299 4168 by the end of the semester in which you finish LIS 690/ 691 – to the attention of Erin Reilly or Dr. Bea Baaden (for school library interns) or Heather Ranieri (all interns except for school library interns). Thank you.

APPENDIX I – INTERNSHIP INFORMATION SHEET

PARTICIPANT INFORMATION

Intern:

Name: _____

Address: _____

Phone: Day _____

Evening/Cell _____

E-mail address: _____

SITE INFORMATION

Internship Site:

Site: _____

Street Address w/ Zip Code: _____

Site Supervisor's Name: (Mr. / Ms. / Dr.) _____

Supervisor's Title: _____

Phone number: _____

FAX: _____

E-mail address: _____

Palmer School:

Internship Instructor: _____

Semester: _____

Students: Make sure to include the **full address** of your internship site. Please submit this form to your Internship Instructor.

APPENDIX J – KEY NAMES AND CONTACT INFORMATION

Palmer School of Library and Information Science

LIU Post

720 Northern Blvd.

Brookville, NY 11548

Phone: 516 299-2866

Fax: 516 299-4168

Palmer@liu.edu

<http://www.liu.edu/palmer/>

Dr. Bea Baaden, Coordinator of Internships and Director of the Library Media Program

Bea.baaden@liu.edu

516 299-3818

Heather Ranieri, Coordinator of Internships

Heather.ranieri@liu.edu

Alice Flynn, Program Director, Palmer Manhattan

Alice.Flynn@liu.edu

212 998-2680