Southern Connecticut State University
School of Education
Department of Information and Library Science

ILS 582 Library Science Internship Guidelines

INTRODUCTION

A professional field experience (internship) is central to the program for all MLIS students. For students without experience working in a library, this will provide a well-rounded experience that can add value to their résumé. Students with experience are strongly advised to seek an internship that will broaden their experience, such as in a different type of library or in a specialized unit of a library. Students seeking experience in technology-driven areas such as digital librarianship are advised to complete appropriate electives (as suggested by academic advisor) prior to beginning their internship.

This internship will provide experiential learning that contributes to creating and strengthening the "serving to learn and learning to serve" ethic that reflects the core responsibilities of the library and information science professions (ALA, 2006). Internships as academic service learning provide experiences that are intentional in their purpose to mutually benefit the provider and the recipient of the service, as well as to ensure equal focus on both the service being provided and the learning that is occurring. (ALISE, 1990; Furco,1996;)

The goal of the ILS program is to provide a rich research based learning experience that links theory to practice, promotes ethical development as professionals, as well as ensuring hands-on experience in libraries and information agencies. (Cooper, 2013; Nutefall, 2012)

REQUIREMENTS

- Must be matriculated into the Master of Library and Information Science (MLIS) program
- Have completed the five core courses (ILS 502, ILS 505, ILS 507, ILS 508, and ILS 509 or ILS 545.
- Procedures for those in school libraries will have additional requirements (background check, fingerprinting).

PROCEDURE AND POLICIES

An internship assignment requires a minimum of 150 hours. Often this requirement is carried out as a regularly scheduled number of hours each week of the semester, but other scheduling is permitted if both the student and supervisor agree.

A student may complete their agreed upon hours and assignment during the semester in which they are registered for the ILS 582 course, or may extend the hours to a second semester with the permission of their academic advisor and the site supervisor.

An internship experience cannot be completed in the same organization in which a student is currently, or was formerly, employed. The academic advisor and the instructor of the course will make the decision regarding the appropriateness of a field study placement.

The direct site supervisor at the internship institution must be professionally qualified (possess an MLIS or MLS degree and, if appropriate for the placement, also be certified by the State of Connecticut as a school library media specialist).

The internship coordinator/academic advisor is responsible for reviewing the site supervisor's qualifications and for selecting a supervisor whose background and capabilities are appropriate in relationship to the student's goals. In addition, the internship coordinator/academic advisor will make an informed evaluation as to the ability of the potential site and supervisor to provide a professional-level educational experience for the student, considering such factors as the supervisor's expressed intentions for the student, the supervisor's workload, and the supervisor's autonomy within the workplace environment. The internship coordinator/academic advisor will ensure that the site supervisor understands that "the student is there to learn as well as work."

A list of approved prospective internship sites will be posted on the Department Website. Other sites may be considered if student and academic advisor agree.

Steps to arranging an internship:

1. Contact advisor the semester *before* enrolling in the course
2. Advisor will provide appropriate internship documentation
3. Student reviews internship requirements
4. Student selects potential internship location

5. **With academic advisor approval**, student contacts the potential location and confirms availability of internship position
6. If a position is available, student will provided internship guidelines and documents
7. Student will arrange an interview with the library supervisor/administrator.
8. If both student and potential location agree on the placement, student will fill out the Internship Application form and submit to the internship coordinator.
9. Internship coordinator will contact the potential site and confirm acceptance and provide formal documentation as a sponsoring institution and confirm student schedule
10. Student will register for ILS 582
11. Internship Coordinator will be responsible for university supervision for site visits throughout the semester,
12. The Internship Coordinator or supervising faculty will visit and observe the intern during the semester. An Internship Observation form with specific student goals and learning objectives will be completed for each visit.

INTERNSHIP DOCUMENTS

1. Internship Course Overview
2. Internship Guidelines
3. Internship Application (Student)
4. Internship Application (Site/Institution)
5. Internship Schedule (Public/Academic/Special)
6. Internship Observation Form
7. Internship Evaluation Form ((Public/Academic/Special)
8. Internship Schedule/Evaluation Packet (School Library Media)

EVALUATION

A Pass/Fail grade will be issued for successfully completed internships.

The following documents must be submitted to the Internship Coordinator at the completion of the internship course in order to receive a grade:

- Completed Observation/Evaluation Form from the site supervisor
- Completed Observation/Evaluation Form from the internship advisor
- Summary and reflection of the internship experience
- Summary and reflection may optionally include samples of work accomplished

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References

American Library Association. (2006). *Code of Ethics of the American Library Association.* American Library Association, July 7, 2006. http://www.ala.org/advocacy/proethics/codeofethics/codeethics (Accessed January 27, 2017)

Association for Library and Information Science Education. (1990). *Guidelines for Practices and Principles in the Design, Operation, and Evaluation of Student Field Experiences.* ALISE Position Papers. http://www.alise.org/index.php?option=com_content&view=article&id=49 (13 November 2001)

Cooper, L. (2013). Student reflections on an LIS internship from a service learning perspective supporting multiple learning theories. *Journal of Education for Library and Information Science*, 54(4).

Furco, A. (1996) Service-Learning: A Balanced Approach to Experiential Education. *Expanding Boundaries: Service and Learning.* Washington DC: Corporation for National Service, 2-6.

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