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INTRODUCTION

The purpose of this handbook is to provide guidance to student interns, course instructors, MLS faculty, and site supervisors to provide a successful internship experience for all parties.

DEFINITION OF TERMS

MLS Internship Supervisor – the MLS faculty person assigned to oversee student interns, and the design and implementation of the internship courses. Laura Mangum is the MLS internship supervisor.

Course Instructor – the MLS faculty person assigned to teach the internship course. The grade a student receives in the course rests with the course instructor.

Site Supervisor – the person at the internship location (site) who has agreed to guide and mentor the MLS student intern during the internship experience. This person holds the necessary credentials required of a site supervisor as detailed later in this handbook.

GOAL OF THE INTERNSHIP EXPERIENCE

To provide the intern an opportunity to apply knowledge gained from coursework, research, and independent study through work experience while still under the supervision of an experienced and professionally qualified educator.

The internship is a valuable experience for ECU MLS students. During the internship, students can put theory into practice, apply their MLS knowledge in a real-world setting, and develop their leadership skills. Although the site supervisor, course instructor, and the MLS internship supervisor have specific responsibilities, the success of the internship experience ultimately rests with the individual intern. An intern is expected to engage in all duties typically performed by a librarian employed in the setting in which the intern is placed. In addition to librarian duties, time may be spent in staff meetings, participating in professional development activities, conferring with the site supervisor, etc. Individual supervision is provided by the site supervisor on an ongoing basis. Additionally, guidance is provided by the course instructor. For the internship experience, at least 60 percent of the intern’s time must be spent in active collaboration or services to patrons and stakeholders. The intern is expected to follow the internship site’s calendar during the internship.
Although the internship is not funded monetarily, there are many benefits for those involved.

### Benefits of Field Experience Placements

<table>
<thead>
<tr>
<th>Site Supervisors</th>
<th>Student Interns</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gain enthusiastic and motivated student library workers with special skills and knowledge.</td>
<td>• Have an opportunity to “test-drive” a career choice.</td>
</tr>
<tr>
<td>• Gain assistance with special projects.</td>
<td>• Develop specific skills and knowledge related to librarianship in an on-the-job setting.</td>
</tr>
<tr>
<td>• Gain a fresh perspective on ongoing projects.</td>
<td>• Develop professional contacts.</td>
</tr>
<tr>
<td>• Develop supervisory skills of staff.</td>
<td>• Learn directly from experienced professionals.</td>
</tr>
<tr>
<td>• Have the opportunity to train new professionals.</td>
<td>• Gain experience in a real-world situation, including working with others, communication skills, and the culture of various organizational environments.</td>
</tr>
<tr>
<td>• Develop and pre-screen your own pool of potential employees.</td>
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</tr>
</tbody>
</table>

### ROLES AND RESPONSIBILITIES

The internship is a cooperative undertaking among the intern, the course instructor, the MLS internship supervisor, and the site supervisor. Below are the roles and responsibilities for each.

**MLS Internship Supervisor**

- Assess student prior to registration to ensure prerequisites are met.
- Approve Internship Application and Memo of Understanding.
- Assist students who have difficulty finding a primary or secondary host site.
- Assist host sites seeking a library intern.
- Schedule internship informational sessions each semester for MLS students.
- Schedule an initial group meeting with site supervisors before the start of the internship course to review expectations and answer questions.
• Act as a liaison with host sites and course instructors.
• Support students, course instructors, and site supervisors.
• Send and review the Site Supervisor’s Evaluation of Intern.
• Maintain and update handbook and forms associated with the internship.
• Promote a good working relationship with several types and sizes of libraries; school, public, and/or private.
• Obtain feedback from sites as to the effectiveness of the MLS program as evidenced by the preparation of its interns.

Course Instructor

• Communicate with internship students enrolled in their course section.
• Communicate with sites supervisors of their assigned students.
• Communicate with the MLS internship supervisor as requested and as needed.
• Participate in information sessions for students and site supervisors.
• Set up and update internship course materials for the semester being taught.
• Provide support and feedback to interns in effectively completing the internship course assignments and professional portfolio.
• Provide support to site supervisors as necessary, and communicate this with the MLS internship supervisor.
• Schedule guest speakers, as necessary, to support or enhance the internship course materials.
• Design and maintain engaging discussion boards within the course materials.
• Assess students on course assignments using course rubrics.
• Ensure all site supervisors submit an evaluation form of the intern before the close of the semester.
• Review suggested changes to the course with MLS internship supervisor before making changes.

The Intern

• Maintain a 3.0 grade point average or above.
• Completed at least 30 semester hours of MLS coursework before starting the internship.
• Submit Internship Application.
• Find a host site for primary internship site and secondary internship site.
• Complete any special host site requirements, including security requirements.
• Complete assignments for the internship course and at the host site.
• Maintain a log of hours at the primary site and secondary site, as detailed by the course instructor.
• Be professional
• Adhere to policies and procedures of host site.
• Apply classroom knowledge to practice in the field.
• Interact and communicate with educational and library professionals to develop a professional self-awareness.
• Pursue a special interest, where appropriate.
• Develop an understanding of the role of the sponsoring library/site within its own community.
• Become aware of employment opportunities.
• Begin the development of a professional portfolio.

Site Supervisor

• Provide intern with an orientation to the institution
  o Introduction to the library community and explain their role in the workplace
  o Review policies, regulations, practices, and provide documentation for where more information may be found.
  o Make the intern aware of calendar, schedule, routines, and any changes as appropriate.
  o Define authority and legal requirements of intern in case of emergency (acts of violence, bomb threat, fire, etc.).
• Explain expectations of the internship experience in terms of goals and objectives and provide regular and objective feedback.
• Set a time for regular conferences with the intern. Maintain a helpful professional attitude when discussing strengths and areas in need of improvement.
  o Give constructive feedback before, during, and after tasks and/or projects.
  o Limit suggested changes to one or two at any one specific time. Monitor the intern’s growth in the suggested areas.
  o Offer specific suggestions through various models (oral, written, modeling). Provide positive and constructive feedback.
• Support the intern in activities needed for the internship portfolio.
• Assist in the professional development of the intern. Suggest professional readings, promote and/or support professional activities, etc.
• Willingness to participate in virtual meetings for Site Supervisors, when requested.
• Communicate concerns to the MLS internship supervisor and the Course Instructor.
• Evaluate the intern by completing the Site Supervisor’s Evaluation form and review evaluation with the intern before submitting it.
QUALIFICATIONS TO REGISTER FOR THE INTERNSHIP COURSE

The internship course has a special approval prerequisite that the MLS internship supervisor must override for a student to be able to register for the course. The appendices also contain steps that should be completed well in advance of registration.

MLS INTERNSHIP PREREQUISITES

- The student has completed 30 semester hours in MLS coursework before the start of semester that they plan to take the internship.
- The student has completed the internship application (see Internship Steps document in the appendices).
- The site supervisor has completed the Memo of Understanding form (see Internship Steps document in the appendices).
- Application and Memo of Understanding can be found on the MLS Program website - https://education.ecu.edu/idp/library-science-masters/idp_mls_students/

FINDING AN INTERNSHIP SITE

Students are responsible for finding a library site for their internship. If a student is having difficulty finding an internship site, then they need to contact the MLS internship supervisor for assistance. Students should begin looking for their internship site the semester before they plan to take the internship course. While seeking an internship site, students need to also seek a credentialed person who agrees to serve as their site supervisor. Internship sites should be appropriate for the student’s concentration.

Second library site: In addition to the main internship site, the student needs to also find a second library site to complete 15 hours of observation. This second library site needs to be a different type or different grade level from the primary internship site. The intern needs to make contact with the library staff at the secondary site to be granted permission to do these observational hours and find out who is best to sign off on the hours spent at this secondary site. A separate application and memo of understanding are not required for this secondary site, but the student intern should inform the course instructor of the secondary site as soon as they find one. More information about the secondary site is available later in this handbook.

When seeking the main internship site, students need to:

- Communicate to the library site that this is an unpaid internship.
  - If a paid internship is available, then students can certainly accept it.
• Ask about special rules for the school district or the library site that are related to interns.
  o Some sites require a background check. Ask about this.
  o Some sites require a Memo of Understanding (MOU) in addition to the one provided by ECU’s MLS program. If this is the case for your site, contact the MLS internship site supervisor.
  o Check with HR department for procedures about interning if you are not currently working as a librarian where you plan to do your internship. Each organization has different policies regarding interns. Sometimes they have specific forms that need to be completed by the intern or the MLS internship supervisor or the COE.
• DoDEA schools (Military base schools) - for students conducting their internship at a DoDEA school contact the MLS internship supervisor. There are additional forms to be completed.
• Ask about a site supervisor.
  o Share with the potential site supervisor the document titled “Site Supervisor Responsibilities,” for the correct type of library. These documents are in the appendices.
  o Ask the site supervisor their willingness to complete the “Memo of Understanding.” A copy of this form is in the appendices.
  o Send site supervisor the link to complete the “Memo of Understanding.” This form will automatically send to the MLS internship supervisor.

SITE SUPERVISOR QUALIFICATIONS

Qualifications for site supervisors depend on the student’s concentration and library site.

  o School concentration students, who are currently working in school library, will mostly likely conduct their internship at their job site. Therefore, the site supervisor will be the principal or assistant principal because these administrators typically conduct the annual evaluation of the school librarian. In some cases, the principal will designate a different person to be the intern’s site supervisor. The designee must be an employee who is on-site, not county-level, and meet the necessary credentials. Contact the MLS internship supervisor if the principal is designating someone else as the site supervisor.
  o School concentration students who are not working in a school library should have the school librarian assigned as their site supervisor. This person must hold an MLS degree.
  o Academic library concentration students: Site supervisors depend on the institution and how the library is structured. The site supervisor needs to be
credentialed with an MLS or equivalent qualification. Equivalent qualification needs to be confirmed with the MLS internship supervisor.

- Public library concentration students: MLS certified librarian at the library site. If a special circumstance arises, outside of these guidelines, regarding who will be the site supervisor, then to contact the MLS internship supervisor.

**INTERNSHIP COURSE DESCRIPTION**

There are two internship courses. Students register for the course based on their concentration. LIBS 6991 is for school concentration students. LIBS 6992 is for public and academic concentration students. Both internship courses are 3 credit courses and require 110 hours of practical experience at an approved library site. Internship sites should be appropriate for the student’s concentration. 15 of the 110 hours must be completed at second library site, that is a different type of library than the main internship site. The 110 hours cannot be logged until the internship course begins. The internship experience promotes the construction of knowledge, intentionally incorporates increased professional responsibility on the part of the student, and leads to meaning-making of concepts taught in the Library Science program.

The internship courses are offered in the Fall, Spring, and Summer semesters.

**INTERNSHIP COURSE REQUIREMENTS**

**INTERNSHIP TASKS AND PROJECTS**

There is no fixed set of topics/experiences that must be covered during the internship. A list of suggested tasks can be found in Appendix A and B. Interns should function as professional staff members as much as possible. The exercises and tasks assigned to interns are discussed individually between the intern and the site supervisor at the beginning of the internship experience.

**COURSE ASSIGNMENTS**

- Discussion boards – There will be regular discussion boards throughout the course designed to enhance professional knowledge and engagement with peers. Students are expected to participate regularly in the discussion boards
- Guest speaker sessions – There will be scheduled guest speakers which will have mandatory attendance required. Students will be informed about these dates ahead of time and need to make arrangements to attend these sessions.
- Log of hours – Students are required to keep a log of hours and there may be periodic check-ins of logs. Logs are discussed in detail on the following pages of this handbook. Logging hours cannot begin until the internship course begins.
- Portfolio - Students will design an online portfolio of evidence created or completed during the internship course. Evidence created prior to the internship is not permitted. Also included in the portfolio is the student’s personal philosophy of librarianship and a reflective paper of the internship experience. More information about the portfolio will be provided through course materials.
- Reflective paper - Students will write a reflective paper. The specific prompts for the paper will be presented in the course materials.
- Site supervisor evaluation - The site supervisor will complete the online evaluation that is sent by the MLS internship supervisor. The site supervisor will review their evaluation with the intern before submitting it online. A percentage of the course grade is based on this evaluation. The MLS internship supervisor will share a copy of the evaluation with site supervisors early in the semester. Course instructors will share a copy of the evaluation with students early in the semester. A copy of the evaluation for LIBS 6991 and 6992 can be found in the appendices of this handbook.

LOGGING INTERNSHIP HOURS AND ACTIVITIES

Use the log template provided by the MLS program. This template guides students through the expectations of the internship log.

------------------------------------------------

HOURS

Logging hours cannot begin until the internship course begins. Each entry in the log should not be more than 2 hours. You can have multiple entries for one date, but no one entry should be more than 2 hours. This is so that students are documenting specific activities.

Each entry should reflect only one date. Entries should not cover a range of dates.

ACTIVITIES

Activities should align with the standards of the student’s concentration and demonstrate competency in a particular standard. Routine duties such as shelving, cataloging, checking in/out books, etc., are not activities to be logged. School concentration students will include the AASL standard for any activity listed, even if they are using the NC Media Coordinator Evaluation Standards.
SECOND SITE FOR INTERNSHIP

15 of the 110 hours must be completed at a second library site, that is a different type of library or a different grade level than the main internship site. These hours must be completed in-person at the second library site, not remotely or virtually, unless the course instructor has given prior approval. Document these hours in a separate log form. A member of the library staff at this secondary site needs to sign off on each set of hours at this site. When seeking a secondary site, be sure to ask who are the staff members available to sign off on the log of hours spent at this library. A separate application and memo of understanding are not required for this secondary site, but the student intern should inform their course instructor of their secondary site once they have found one.

These 15 hours are purely observational. The student intern can shadow a library staff member or simply observe the happenings within the library. When arriving at the secondary site, the student intern should inform a library staff member of their arrival, who they are, and their purpose. When leaving the secondary site, the student intern should inform the same staff member, if possible, of their departure and ask for their log to signed.

These 15 hours are to be documented on a separate log document, using the approved MLS log template which can be found in the appendix.

PORTFOLIO GUIDELINES

The internship portfolio is a collection of evidence created or completed during the internship course and is unique to the internship experience. Each evidence will be accompanied with a reflective paragraph. Interns will use an online tool to create their portfolio such as Google Sites, LiveBinder, Weebly, etc. Additional information about the internship portfolio will be provided through course materials. This section is only meant to provide an overview. See the appendices for suggested tasks and projects.

SCHOOL LIBRARY CONCENTRATION STUDENTS

Interns will focus the portfolio on a set of standards, either the NC Media Coordinator Evaluation Standards or the AASL Standards. Students who choose the NC Media Coordinator Evaluation Standards will also include the appropriate AASL in their log and portfolio evidences. This supports in-depth of understanding the AASL standards for professional work and the Praxis. To meet proficiency:

- Need at least 2 pieces of evidence/documentation, created during the internship, for each standard that demonstrate competency for that standard.
- Each piece of evidence will have a well-developed reflective paragraph.
  - The reflective paragraph will:
- Explain why you chose this piece of evidence/documentation for this standard
- Connect the evidence to the standard by describing how the evidence/documentation demonstrates competency

Lessons used as evidence for the portfolio, should include collaborative lessons planned and taught in conjunction with a classroom teacher or subject area teacher. It is acceptable to include some lessons planned and taught in isolation that are focused on library, research, technology, or information skills, but there must be at least two lessons included that are planned and taught collaboratively with another teacher in the library, that incorporates library, research, technology, or information skills.

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PUBLIC LIBRARY & ACADEMIC LIBRARY CONCENTRATION STUDENTS

Interns will focus the portfolio on the ALA Competences 2022. To meet proficiency:

- Need at least 2 pieces of evidence/documentation, created during the internship, for each standard that demonstrates competency for that standard.
- Each piece of evidence will have a well-developed reflective paragraph.
  - The reflective paragraph will:
    - Explain why you chose this piece of evidence/documentation for this standard
    - Connect the evidence to the standard by describing how the evidence/documentation demonstrates competency

Though not required, conducting an in-service project is encouraged because it provides valuable experience and powerful evidence. If considering an in-service project below are suggested steps.

- Consult with site supervisor to identify and address a defined need.
- Review the literature related to professional development activities.
- Survey faculty, staff, and or patrons to determine strengths or needs.
- Select a topic impacting targeted group.
- Review the literature on selected topic.
- Develop and present professional development session to address the topic.
- Develop a way to evaluate the effectiveness of the session you designed and delivered.
- Reflect upon strengths and weaknesses of the in-service projects with co-workers and individually.
APPENDIX A  LIST OF SUGGESTED TASKS AND INTERACTIONS FOR MLS INTERNS

The work an intern completes should fit within the operations at the library site. Some of these may be done by observation, interviews and some may be tasks to perform, especially if desired by the site supervisor. Not all of the items on the list below may be relevant to a particular site. The intern should work towards as many as possible, with guidance from the site supervisor, to fulfill the requirements of the internship portfolio and to show evidence of proficiency in concentration standards.

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th>MAINTENANCE</th>
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<tbody>
<tr>
<td>Budgeting</td>
<td>OPAC maintenance</td>
</tr>
<tr>
<td>Reports</td>
<td>Circulation system maintenance</td>
</tr>
<tr>
<td>Schedules</td>
<td>Shelf maintenance</td>
</tr>
<tr>
<td>Media implementation</td>
<td>Repairs</td>
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<tr>
<td>Program evaluation</td>
<td>Archive work</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLECTION</th>
<th>PUBLIC RELATIONS/PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials selection</td>
<td>Bulletin boards/displays</td>
</tr>
<tr>
<td>Collection development</td>
<td>Program planning</td>
</tr>
<tr>
<td>Inventory</td>
<td>Creation of pathfinders/bibliographies</td>
</tr>
<tr>
<td>Weeding</td>
<td>Storytelling/book discussions</td>
</tr>
<tr>
<td>Cataloging</td>
<td>Social media</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliographic instruction – group</td>
<td>Electronic media</td>
</tr>
<tr>
<td>Bibliographic instruction – individual</td>
<td>Internet searching/teaching</td>
</tr>
<tr>
<td>Other information literacy instruction</td>
<td>Online database searching</td>
</tr>
<tr>
<td></td>
<td>OPAC searching/teaching</td>
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</tbody>
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<table>
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<tr>
<th>PROFESSIONAL</th>
<th>SUPERVISION</th>
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<tbody>
<tr>
<td>Staff meetings</td>
<td>Clerical supervision</td>
</tr>
<tr>
<td>Regional professional meetings</td>
<td>Volunteer supervision</td>
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<tr>
<td>Learn &amp; interact with the line of authority/governance structure</td>
<td></td>
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<tr>
<td>Interact with other types of libraries - branch libraries/book mobiles/school, public, or academic libraries</td>
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| PRODUCTION/COMPUTER WORK | |
|--------------------------||
| Desktop publishing | |
| Create media presentations | |
| Library website management | |
| Database management | |
In addition to tasks listed in Appendix A, here are suggested activities and interactions for school library interns.

- Projects involving collaborative planning with teachers are particularly encouraged. The student should conduct the project and keep a record of its progress in the personal log.
- Any engagement, virtual or other, in collaborative planning activities with one or more teachers
- Attendance, virtual or in-person, at a media committee or technology committee session
- Attendance at a grade-level or departmental meeting, preferably with the media specialist
- Any in-service presentations designed under the supervision of the site supervisor
- Assistance with individual students in information tasks
- Teaching and instruction (group sessions in collaboration with a classroom teacher)
- Documented experience with diverse students and parents
- Documented evidence of teaching ability: plans, evaluations, emails, student finished products (with permission).
- Attendance at any meeting focused on school library media, reading, children's literature, educational technology, or some other relevant topic
- Networking with peers for mutual learning and problem-solving (show actual planning for the process such as emails, programs, or lesson plans.)
- Attending or presenting at a conference
- Related participation in webinars or Twitter chats
- Set up "office hours" daily for teachers who need you.
- Set up a library page detailing the services the library can provide
- Provide read-alouds
- Plan units for teaching students
- Research and discover apps/programs that might be useful to the teachers as they prepare lessons. Share these with teachers and collect feedback.
- Show evidence of ways diverse needs of the school community are met
- Create and share tutorials with families on how to access any of the library's resources
- Provide evidence of promotion of print and digital resources for children and young adults in the languages of the community
- Create one teaching activity per week for each grade level for each week. This supports the usual students' once-a-week visit to the Media Center.
- Book Talk a selected book once a week
- Show a log of instructional technology questions from staff that you have responded
- Plan a virtual field trip
# SUMMARY OF INTERNSHIP STEPS

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Step to complete</th>
<th>Form to complete</th>
<th>Disposition of form</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student intern confirms they have completed 30 semester hours of coursework by the start of the internship semester.</td>
<td>N/A</td>
<td>N/A</td>
<td>2-3 weeks before pre-registration for the term in which the internship will be conducted.</td>
</tr>
<tr>
<td></td>
<td>Student intern determines selection of site for internship and site supervisor.</td>
<td>Student intern completes “Application for Internship” online form. Link for form on MLS website, Current Students page - <a href="https://education.ecu.edu/idp/library-science-masters/idp_mls_students/">https://education.ecu.edu/idp/library-science-masters/idp_mls_students/</a></td>
<td>Form will automatically send to the MLS internship supervisor.</td>
<td>2-3 weeks before pre-registration for the term in which the internship will be conducted.</td>
</tr>
<tr>
<td></td>
<td>Student intern will contact the site supervisor to arrange a work schedule.</td>
<td>Student intern sends site supervisor the link to the Memo of Understanding. Site supervisor completes “Memo of Understanding” Link for form on MLS website, Current Students page - <a href="https://education.ecu.edu/idp/library-science-masters/idp_mls_students/">https://education.ecu.edu/idp/library-science-masters/idp_mls_students/</a></td>
<td>Form will automatically send to the MLS internship supervisor.</td>
<td>2-3 weeks before pre-registration for the term in which the internship will be conducted.</td>
</tr>
<tr>
<td></td>
<td>Register for internship course during</td>
<td>n/a</td>
<td>n/a</td>
<td>During registration week.</td>
</tr>
<tr>
<td>Stage</td>
<td>Description</td>
<td>Start</td>
<td>End</td>
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<tr>
<td>MLS internship supervisor hosts info meeting with site supervisors.</td>
<td>N/a</td>
<td>N/a</td>
<td>Meeting will take place before the start of the internship course for that semester.</td>
<td></td>
</tr>
<tr>
<td>Candidate begins course and site work.</td>
<td>n/a</td>
<td>n/a</td>
<td>During the course; complete course, 110 hours, and site work by end of the semester</td>
<td></td>
</tr>
<tr>
<td>Candidate submits log of internship hours and other required course components.</td>
<td>Log of internship hours: Use the log provided on the MLS website. Must have site supervisor signature on each activity listed.</td>
<td>Copy to course instructor as designated by the course instructor</td>
<td>Log hours from the start of the course, IF application &amp; Memo of Understanding are completed. Log hours until hours are completed.</td>
<td></td>
</tr>
<tr>
<td>MLS internship supervisor or course instructor provides a copy of evaluation form to site supervisor.</td>
<td>“Student Intern Evaluation form” to be completed by site supervisor. Site supervisor reviews evaluation with intern before submitting the online form. Link to form will be sent to site supervisor by the MLS internship supervisor or course instructor.</td>
<td>Form will automatically send to the MLS internship supervisor and course instructor.</td>
<td>Near the conclusion of internship course</td>
<td></td>
</tr>
<tr>
<td>Candidate portfolio and course materials submitted.</td>
<td>All course work.</td>
<td>Submitted to the internship course instructor.</td>
<td>By assigned date according to course due date</td>
<td></td>
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Internships provide organizations with high-achieving workers who bring a fresh perspective and new ideas. The professional internship is individually designed for each intern. Although the site supervisor, course instructor, and the MLS internship supervisor have specific responsibilities, the success of the field experience ultimately rests with the individual intern. An intern is expected to engage in all duties typically performed by a librarian employed in the setting in which the intern is placed. In addition to librarian duties, time may be spent in staff meetings, participating in professional development activities, conferring with the site supervisor, etc. Individual supervision is provided by the site supervisor on an ongoing basis. Additionally, guidance is provided by the course instructor. For the internship experience at least 60 percent of the intern’s time must be spent in active collaboration or services to library patrons and stakeholders. The intern is expected to follow the internship site’s calendar during the internship. The course instructor is responsible for the intern’s grade.

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<td>•Gain enthusiastic and motivated student library workers with special skills and knowledge.</td>
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<td>•Gain assistance with special projects.</td>
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<td>•Gain a fresh perspective on ongoing projects.</td>
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<td>•Develop supervisory skills of staff.</td>
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<td>•Have the opportunity to train new professionals.</td>
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<td>•Develop and pre-screen your own pool of potential employees.</td>
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Roles and Responsibilities The internship is a cooperative undertaking among the intern, the course instructor, the MLS internship supervisor, and the site supervisor. Below are the roles and responsibilities for each. A copy of the complete internship handbook can be provided upon request, with provides insight into the internship course and experience.

MLS Internship Supervisor
• Assist students who have difficulty finding a primary or secondary host site.
• Communicate with site supervisors.
• Schedule an initial group meeting with site supervisors before the start of the internship course.
• Act as a liaison with host sites and course instructors.
• Support students, course instructors, and site supervisors.
• Send and review the Site Supervisor’s Evaluation of Intern.
• Promote a good working relationship with libraries; school, public, and/or private.
• Obtain feedback from sites as to the effectiveness of the MLS program as evidenced by the preparation of its interns.

Course Instructor

• Communicate with sites supervisors of their assigned students.
• Participate in information sessions for students and site supervisors.
• Provide support and feedback to interns in effectively completing the internship course assignments and professional portfolio.
• Provide support to site supervisors, and communicate this with the MLS internship supervisor.
• Assess students on course assignments using course rubrics.
• Ensure all site supervisors submit an evaluation of the intern before the close of the semester.

The Intern

• Find a host site for primary internship site and secondary internship site.
• Complete any special host site requirements, including security requirements.
• Complete assignments for the internship course and at the host site.
• Maintain a log of hours as detailed by the course instructor.
• Be professional
• Adhere to policies and procedures of host site.
• Apply classroom knowledge to practice in the field.
• Interact & communicate with professionals to develop a professional self-awareness.
• Pursue a special interest, where appropriate.
• Develop an understanding of the role of the sponsoring library/site within its own community.
• Become aware of employment opportunities.
• Begin the development of a professional portfolio.

Site Supervisor

• Provide intern with an orientation to the institution
  o Introduction to the library community and explain their role in the workplace.
  o Review policies, regulations, practices, and provide documentation for where more information may be found.
  o Make the intern aware of calendar, schedule, routines, and any changes as appropriate.
Define authority and legal requirements of intern in case of emergency (acts of violence, bomb threat, fire, etc.).

- Explain expectations of the internship experience in terms of goals and objectives and provide regular and objective feedback.
- Set a time for regular conferences with the intern. Maintain a helpful professional attitude when discussing strengths and areas in need of improvement.
  - Give constructive feedback before, during, and after tasks and/or projects.
  - Limit suggested changes to one or two at any one specific time. Monitor the intern's growth in the suggested areas.
  - Offer specific suggestions through various models (oral, written, modeling). Provide positive and constructive feedback.
- Support the intern in activities needed for the internship portfolio.
- Assist in the professional development of the intern. Suggest professional readings, promote and/or support professional activities, etc.
- Willingness to participate in virtual meetings for Site Supervisors, when requested.
- Communicate concerns to the MLS internship supervisor and the Course Instructor.
- Evaluate the intern by completing the Site Supervisor's Evaluation form and review evaluation with the intern before submitting it.
A copy for this form can also be found on the MLS website - [https://education.ecu.edu/idp/library-science-masters/idp_mls_students/](https://education.ecu.edu/idp/library-science-masters/idp_mls_students/)

**AppENDIX E LOG OF HOURS FORM FOR LIBS 6991**

Department of Interdisciplinary Professions  
MLS Program  
East Carolina University  
Greenville, NC 27858-4353  
Phone: 252-328-6391

**INTERNSHIP LOG – LIBS 6991**

<table>
<thead>
<tr>
<th>Name of Intern:</th>
<th>Site:</th>
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<table>
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<tr>
<th>Date</th>
<th>Hours Worked</th>
<th>Activity with 2-3 sentence description</th>
<th>Standard Alignment: What standard does the activity align with?</th>
<th>List the documentation for this activity</th>
<th>Site Supervisor Signature</th>
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A copy for this form can also be found on the MLS website - [https://education.ecu.edu/idp/library-science-masters/idp_mls_students/](https://education.ecu.edu/idp/library-science-masters/idp_mls_students/)

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**Greenville, NC 27858-4353**  
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**INTERNERSHIP LOG – LIBS 6992**

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Worked</th>
<th>Activity with 2-3 sentence description</th>
<th>ALA Competency Alignment: What competency does the activity align with?</th>
<th>List the documentation for this activity</th>
<th>Site Supervisor Signature</th>
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Name of Intern: ___________________  
Site: ___________________