MLIS Internship Handbook

LIBS 668/669

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Part One

Library Program Internship Policies and Procedures

Introduction

The following materials serve as a guide for faculty, site supervisor, and student interns. The information and stated expectations are intended to provide direction for a successful internship experience.

Inherent in the professional preparation of information professionals is the opportunity to engage in authentic experiences central to the day-to-day activities involved in working in the information field. An internship site is a place where MLIS students can gain experience and assume a professional role in an information setting. For a successful placement, several factors should be considered when designing an individual's internship plan. These include:
- The site's needs
- The intern's interests and talents
- The intern's need for areas of further development
- Specific opportunities within the internship placement to experience authentic activities of the field

It is the intent that experiences will be developed that meet the mutual needs of the information workplaces, university faculty, and interns.

Overview

The internship is a capstone learning experience that occurs only after an intern meets the required prerequisites. Inherent in the professional preparation of information professionals is the opportunity to engage in experiences central to the long term, as well as day-to-day, activities involved in library and information programs. The internship setting is the site where the intern can gain experience with the assistance of an experienced professional in the field. The internship provides experiences for the intern to assume an active role in planning and implementing solutions to problems over the duration of the internship.

The internship course will focus on the experience and reflection that support the planning, development and implementation of projects and activities that illustrate an intern's achievement. The central purpose of the internship is the valuable learning experiences gained through professional engagement in a real setting. Interns engage in self-assessment and reflection as they explore the information setting as a profession. Interns also gain proficiency in the identification, analysis, and resolution of problems in practice using data-driven problem solving techniques. They gain insight into the operation of the information setting, their professional goals, and how these goals may be achieved. Finally, interns develop skills to engage and interact with others in a variety of information settings. These experiences are documented in the assignments of the course to include reflective journals and the final impact project.

Preparation is the key to a successful internship. This handbook, and the [Teacher Candidate Internship Handbook](#) created by the [Office of Clinical Experiences](#) for those placed in a school setting, will provide the information you need in order to have a successful and rewarding internship experience. It is important you read and are familiar with the guidelines and requirements presented.

Internships in the Library and Information Studies Program

The Library and Information Studies Program offers two opportunities for internship: LIBS 668: *Internship in Libraries* and LIBS 669: *Internship in School Libraries.*

Interns enrolled in **LIBS 668** are required to complete a minimum of 160 hours over the course of one semester. Interns enrolled in **LIBS 669**, placed in a school library setting, complete either a 7 week or 10 week placement in a school library. In both instances, these hours should be deliberately structured within a supervised, university approved internship placement that provides exposure to varied tasks and diverse patron populations. Interns will work with their faculty advisor or the university faculty member assigned to the course prior to beginning an internship to determine a plan for the placement and completion of requirements.

LIBS 668 Internship in Libraries is designed to offer experiences in a broad range of information settings. Performance expectations and required evidence for the course is outlined in part two of this handbook.

LIBS 669 Internship in School Libraries is designed for candidates pursuing a career as a school librarian. This course meets the requirements for VDOE School Library Media certification. Performance expectations and required evidence for the course is outlined in the [Teacher Candidate Internship Handbook](#)

Eligibility for LIBS 668 *Internship in Libraries*:
A student is eligible to enroll in LIBS 668 upon successful completion of the MLIS Core Courses (LIBS 608, LIBS 658, LIBS 674, LIBS 677).

Other site specific requirements may include:
- Background clearance
- A copy of a negative TB skin test or screening results completed within the previous year
- Site-specific training courses or on-boarding

Eligibility for LIBS 669 *Internship in School Libraries*:
A student is eligible to enroll in LIBS 669 upon successful completion of the MLIS Core Courses, as well as coursework required within the school library concentration.
Core Courses include: LIBS 608, LIBS 658, LIBS 674, LIBS 677
School Library Courses include: LIBS 602, LIBS 642/644, LIBS 676, plus 1 elective course
*Students seeking initial licensure must also have completed: TLED 608, TLED 640, SPED 613, READ 680, LIBS 655

Other requirements that may be required include:
- Successful completion of the LIBS School Library ePortfolio
- ODU Background Clearance (SP24 fingerprint, Social Services/Child protective services, and sexual offender clearance)
- Online training in dyslexia training certificate; child abuse and neglect training certificate; seclusion and restraint certificate; IEP training module certificate
- A first aid/CPR/AED training certificate for infant/child/adult dated within 2 years
- A copy of a negative TB skin test or screening results completed within the previous year
- A passing score on the Virginia Communication and Library Assessment (VCLA) (Initial Licensure Students only)

Application and Placement

Application for LIBS 668: *Internship in Libraries***:**
Interns seeking a placement in an information setting other than a school library will complete the LIBS 668 Internship Application (available in the student Canvas portal and in Part Three of this handbook) and submit this to mlisinternships@odu.edu

Application for LIBS 669: *Internship in School Libraries***:**
Interns seeking a placement in a school library will complete the Application for Field Experience placement found on the Office of Clinical Experience Website: www.odu.edu/oce

Application Deadlines:
Applications to complete an internship are due a semester prior to the semester students anticipate completing this requirement. Below is a table documenting the due date for the application to be received for on-time consideration. The application requires an advisor's signature. Therefore, students are expected to plan ahead and work with a faculty advisor in advance. This allows time for the advisor to review the application for completeness and accuracy and provide the required signature prior to the submission deadline.

Students applying for a *LIBS 669 Internship in School Libraries* must complete all components of the application for it to be considered complete. A late fee may be assessed for an incomplete application after the deadline.

Semester of Internship	668 Application Deadline	669 Application Deadline
Summer	February 1	February 1
Fall	April 1	February 1
Spring	August 1	August 1

Application Submission:
All applications must be submitted prior to the established deadline. Completed applications for LIBS 668 are emailed and can be mailed to: mlisinternships@odu.edu

Completed applications for LIBS 669 are submitted through the Office of Clinical Experiences (OCE) application portal accessed through their website www.odu.edu/oce There may be supplemental application materials required. Please check for specific school division requirements when completing the student teaching application. Students submitting a student teaching application are assessed a $25 fee upon submission of the application. Applications are not considered complete without the fee. Late applications will incur a late fee.

Placements:
It is the responsibility of the intern to disclose any potential conflicts at a site. Conflicts may include a site of personal employment or the employment or attendance of a relative. It is the expectation that each internship will present new, elevated skills and expectations for the intern therefore completion of an internship at an information site of current employment will only be considered on an individual basis. This request should be presented to the University Faculty or Internship Coordinator at least one semester prior to the intended internship, or during the period of application.

Process for LIBS 668: Internships in Libraries:
Students seeking an internship placement for LIBS 668 are required to make initial contact with potential host sites and site supervisors. Students will provide site contact information on the initial application. In the event that interns cannot be placed in their first choice, they will be asked to provide a second choice for placement. If students require assistance securing an appropriate site, the program internship coordinator will assist the student in locating potential sites in their area.

Process for LIBS 669: Internships in School Libraries
Students seeking a placement in a school library submit the application to the Office of Clinical Experience's online portal by the deadline. School library interns **DO NOT** secure their own placements or initiate contact with the school or school division. The Office of Clinical Experiences will set the placement for student teachers.

Students may apply for open school library positions. Upon hire, candidates may be eligible for the mentorship option to satisfy the internship requirement. During a mentorship, a student is newly hired (under contract) as the school librarian and the initial period of employment serves as the term of internship. This is documented with a mentorship contract signed by both the Office of Clinical Experiences and the hiring school division. Newly hired school librarians should contact Dr. Burns eburns@odu.edu to discuss eligibility and initiate a mentorship agreement.

Roles & Responsibilities

Responsibilities of the University Faculty:
The University Faculty member serves as the liaison representing the Darden College of Education and Professional Studies and the site personnel. They are part of the team that assists in the successful internship experience, facilitating the planning, implementation, and evaluation of the internship experience. The University Faculty member works closely with the Office of Clinical Experiences and the site personnel to ensure all internships provide an authentic, meaningful, and valuable experience.

University Faculty will conduct mandatory sessions to include content and expectations for MLIS students enrolled in the internship course.

University Supervisors:
Interns enrolled in **LIBS 669 *Internship in School Libraries*** will also be assigned a University Supervisor. The University Supervisor is an expert in the field of School Librarianship.

The Minimum Criteria for University Supervisors:
- Master's Degree in Education with teaching certification in School Library Media
- 5 years experience as a school librarian
- Demonstrated leadership in the field at the state or national level
- Evidence of professional interest in developing professional educators

The University Supervisor observes and evaluates the school library intern at the school library site. The University Supervisor collaborates with the on-site clinical faculty and university faculty to assess the school library intern. Further information on the role of the University Supervisor can be found in the OCE Student Teacher Handbook (pp 22-25).

Responsibilities of the On-Site Supervisor:
The site-supervisor assumes a critical role in the success of an intern. The site-supervisor assists the intern in understanding and assuming the role of an information professional. This demands supportive supervision, modeling, guidance, and feedback. The minimum criteria for this position includes:

- Degree or expertise in the specialty area (including but not limited to an MLIS)
- Willingness to participate in virtual meetings for site supervisors, when requested
- Willingness to accept responsibility to supervise and evaluate an intern
- Interest in mentoring new LIS professionals
- Those working with school library interns must also have a valid teaching license in school library media and a minimum of 3 years successful teaching experience in a school library

A successful internship experience most frequently occurs when the site supervisor provides professional guidance and acts as a professional advisor. Below include some specific ways this may be achieved:

- Confer with intern in advance to review expectations during the workday, including beginning and ending time expectations
- Introduce intern to information community and explain his/her role in the workplace
- Review policies, regulations, and practices and provide documentation for where more information may be found
- Make 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 in terms of goals and objectives and provide regular and objective feedback
- Give constructive feedback before, during and after tasks
- Offer specific suggestions through various models (oral, written, modeling). Provide both positive and constructive feedback
- Limit suggested changes to one or two at any one specific time. Monitor intern growth in the suggested areas
- Set time for weekly conferences. Maintain a frank, helpful professional attitude when discussing strengths and areas in need of improvement
- Treat the intern as a co-worker rather than a subordinate
- Set a good example through professional behaviors - use and stress proper language, actions, and dress
- Assist in the professional development of the intern - suggest professional readings, promote professional activities, etc.

Responsibilities of the Intern:
The primary role of an intern is to successfully meet all expectations of the internship assignment as outlined in Part Two: Internship Assignments. This is an important step in transitioning from the role of student to information professional.

Interns completing **LIBS 668:** *Internship in Libraries* will meet with both their site supervisor and university faculty prior to the start of the internship. The purpose of these meetings is to establish the guiding objectives for the internship placement.

Interns completing **LIBS 669:** *Internship in School Libraries* are required to attend the mandatory orientation session prior to placement in a school setting. Interns may elect to attend the on-campus orientation scheduled through the Office of Clinical Experiences or they may attend the online session offered by MLIS faculty. A school library intern is responsible for knowing and adhering to the specific responsibilities of a student teaching intern as documented in the *Responsibilities of a Teacher Candidate* section of the OCE Student Teacher handbook (pp 13-17).

Professional Dispositions:

All interns are expected to conduct themselves in a professional manner during the internship experience. Professional behavior includes and extends beyond the internship.

Interns must follow site specific policies and procedures as they apply to regularly employed professional staff. Interns should become familiar with site policies, review any provided handbooks or documentation, and know emergency procedures. Interns should advocate for themselves and ask to see these policies.

Attendance Policy:
Punctual, consistent attendance is one disposition of an information professional. Site supervisors have the expectation that interns will arrive when expected and remain on-site for their negotiated schedule. Interns are expected to be present and ready to engage in the daily tasks at the agreed upon time.

Absence from the internship site is only acceptable in the case of extreme emergency. In case of illness or an unforeseen circumstance that would prevent attendance, the intern should contact their site supervisor (and in the event of an extended absence, their university faculty) no later than 8:00 a.m. the day of the absence. Excessive absence will result in an extension of the internship or dismissal.

Change of Placement:
Infrequently, a change of placement or withdrawal may be necessary. The University Faculty Member or Site Supervisor may request removal of an intern from a field setting after discussion with the Graduate Program Director. Withdrawal procedures from an internship site requires significant discussion. The Graduate Program Director will communicate with the appropriate site personnel. Decisions concerning subsequent placements for internship situations are made by the Graduate Program Director, the University Faculty Member, and a Site Supervisor. Interns should confer with their University Faculty Member or the Graduate Program Director about an individual situation.

The procedure for withdrawal from the LIBS 668 or LIBS 669 course is the same as for other ODU classes and is the responsibility of the intern. Failure to comply with the university withdrawal procedure will result in a WF grade.

Part Two

INTERNSHIP ASSIGNMENTS

Part Two and Part Three of this handbook are developed specifically for students completing **LIBS 668**: Internships in Libraries.

While similar, the requirements and assignments for students completing **LIBS 669:** *Internship in School Libraries* are outlined and described in detail in the *Teacher Internship Candidate Handbook* maintained by the Office of Clinical Experiences.

Required Assignments for LIBS 668

The **LIBS 668:** *Internship in Libraries* course is graded on a pass/fail basis. Completion and submission of all assignments is required to obtain a passing grade in the course. The following deliverables are required:
- A complete time log demonstrating a minimum of 160 hours completed in an approved placement during the semester
- Submission of all required reflection journals
- Site supervisor evaluation with satisfactory assessment
- Final impact project

Additionally, interns are required to attend scheduled synchronous virtual meetings held by the University Faculty Member throughout the semester.

Time Log:
A time log that reflects 160 hours over the span of the semester must be completed by the intern and signed by the Site Supervisor. These scheduled hours will be agreed upon by the intern and Site Supervisor and may be completed in the manner that best suits both schedules.

Reflection Journal:
Interns will be expected to reflect on their experiences and work toward meeting established objectives in a weekly reflection journal, with at least 8 journal entries.

Evaluation:
Near the end of the semester, the Site Supervisor must complete an intern evaluation, which will be provided by, and then submitted to, the University Faculty Member electronically. An overall positive evaluation is required for the intern to receive MLIS course credit.

Impact Project:
The MLIS intern will devote a part of their time to planning and implementing a project or program that meets the needs of the users served in that setting. Interns must have knowledge and skills in planning, problem solving, needs assessment, and data-driven decision making. To demonstrate these skills, interns will complete an Impact Project.

This project requires the completion of the following tasks:
1. Assessment of Problem
2. Identification of the approach with Baseline data
3. Proposed Implementation & Approach
4. Outcomes with Data Collection
5. Analysis & Reflection

Prior to beginning work, your project should be discussed with your Site Supervisor and must be approved by your University Faculty Instructor.

Your assignment will be submitted and graded in Livetext. A descriptive overview of the assignment and rubric are included in the appendix documents in Part Three of this Handbook.

PART THREE

APPENDIX:
Internship Forms & Documents

Application LIBS 668: INTERNSHIP IN LIBRARIES

Submit this form to mlisinternships@odu.edu

Due: February 1 for Summer Semester

April 1 for Fall Semester

August 1 for Spring Semester

Student Name:	UIN:	ODU Email:
Semester & Year of Internship:		

List the site, address, and a name and email address of the contact person where you are interested in placement (and an alternate) Check if you have already initiated contact.

1.

2.

Prerequisites and Other Required Actions: Prior to the internship, completion of the following prerequisite core courses is required. Indicate the semester you completed the prerequisites and other required actions below.

Course #	Course Title	Semester Completed	Grade
LIBS 608	Foundations of Library and Information Studies		
LIBS 658	Knowledge Resources		
LIBS 674	Management and Leadership in LIS		
LIBS 677	Knowledge Organization and Access		
Site Specific Prerequisites			
	Background Check (may be required) submitted to OCE		n/a
Other Required Actions			
	Read Internship Handbook		n/a
	Attend Internship Orientation		n/a

Course(s) you plan to take in conjunction with Internship:

Incomplete applications will be returned to you for completion. You will receive an email from internship coordinator approximately 2 weeks after the application deadline that your application has been approved. Then, you should register for LIBS 668. You will be contacted to attend an internship orientation the semester prior to your internship. By signing below, I attest that the information on this application is accurate. If my plan of study changes, I am responsible for submitting a new application. I acknowledge I will be administratively dropped from internship if the prerequisites are not successfully completed.

Student Signature _____ Date _____

Advisor Signature_____ Date_____

Site Agreement for LIBS 668 Internship in Libraries

Old Dominion University, Master of Library and Information Studies

<mark>**THIS FORM IS TO BE COMPLETED and SIGNED (by both Student AND Site Supervisor) THEN SUBMITTED to** mlisinternships@odu.edu **prior to placement**</mark>

This form should be completed collaboratively between the Student and Site Supervisor

Student Name:	UIN:	ODU Email:
Instructor/University Faculty:	**Instructor Contact information:**	

Site Information:

Site name:
Site address:

Site Supervisor Information:

Supervisor name:	Title:
Phone:	**Email**:
Highest academic degree related to your position:	
Total years of experience working in an information setting:	
Types of information workplace:	
Intern or volunteer supervisory experience?	

Site Supervisor Responsibilities:
Site supervisor, please **check** items to indicate you have read and agree to the responsibilities:

❏ Review the current MLIS Internship Handbook, available on the ODU MLIS website and review the Internship Orientation materials for site supervisors sent at the beginning of each semester you are working with an ODU MLIS intern.
❏ Ensure student receive an orientation to the facility and has access to site policies and procedures.
❏ Review emergency and crisis procedures with the intern during the first week on site.
❏ Assist the intern with the planning of internship experience to include meeting the minimum hours and types of experiences delineated in the MLIS Internship Handbook.
❏ Assist the intern in establishing realistic and measurable objectives to meet during the internship semester.
❏ Sign the intern's hour log on a regular basis.
❏ Communicate with the intern's university faculty, as needed, during the semester to discuss the intern's progress.
❏ Contact the university faculty immediately if professional behavioral concerns arise. Document concerns and share documentation with university faculty.
❏ Complete the university's final evaluation form concerning the intern's performance.

Student Responsibilities:
Student, please **check** items to indicate you have read and agree to the responsibilities.

❏ Provide site supervisor with information on ODU's program requirements, including the Internship Handbook, the MLIS program website, required evaluation forms, university faculty and Placement Coordinator contact information, and supervisor training opportunities.
❏ Meet regularly with site supervisor to review progress.
❏ Attend mandatory meetings and seminars with university faculty. Unexcused absences from university faculty sessions (individual or group) will result in failure of the course.
❏ Facilitate communication among site supervisor and university faculty.
❏ Document direct and indirect internship hours on a regular basis.
❏ Learn and adhere to the policies and procedures of the site.
❏ Represent self and the university in a professional manner.
❏ Follow the American Library Association's Ethical Guidelines.
❏ Complete all required internship paperwork and assignments by the deadlines.
❏ Consult immediately with site supervisor or university faculty member if experiencing a problem during your placement that should be addressed.

Course Requirements:

❏ Interns are required to establish objectives appropriate to the needs of the intern, site and site supervisor prior to beginning the placement. Objectives must be approved by the university faculty member. Completion of a final evaluation by the site supervisor, documenting progress toward meeting objectives, is required for successful completion of the LIBS 668 course.
❏ Interns must submit a signed time log documenting a minimum of 160 hours.
❏ Students must complete and submit all additional course assignments in Livetext to earn a passing grade in the LIBS 668 course. Assignments include submitted reflective journal entries and a successful impact project as outlined in the Internship Handbook.

Length of agreement (start and end dates should correspond to University semester dates)

Start date:	End date
Anticipated schedule:	

Student Site Responsibilities and Goals (mutually agreed upon by site supervisor and student)

Description of job duties and responsibilities for the intern:

Identify three objectives that will be accomplished over the course of the internship:

1.

2.

3.

Signatures
This document serves as a contract between the site and the intern. Signatures indicate agreement on the above requirements and responsibilities.

Site Supervisor _____ Date _____

Student Intern_____ Date _____

668: Internship Time Log Template

This form can also be found in editable PDF format in the student Canvas portal

A minimum of 160 hours is required.

Intern Name:

Site:

Site Supervisor:

Date	Start Time	End Time	Summary of Tasks Worked On	Total Hours Today	Total Hours

LIBS 668 Reflective Journal
This document can also be accessed in editable PDF format in the student Canvas portal

Submit on Sunday night by 11:59 p.m.
Use this journal to describe your progress in becoming an Information Professional in relation to the goals of The Handbook. You must respond to questions 1-4. Use questions 5-10 for guidance as you reflect on the most important aspects of your week.

Name:
Today's Date:
Dates Covered in this Reflection:
1. Provide a brief description of your projects/activities this week:
2. Were you effective in working toward meeting your objectives? How are you measuring this?
3. Did you have a meeting this week with your site supervisor? How many times? If not, why?
4. Are you having problems that you feel require attention and assistance from me?

5. How did you engage with patrons or information seekers?
6. What were the strengths of your contributions to the workplace?
7. In what areas will you seek to improve?
8. Did you make any changes in your internship goals after your experiences during this time period? Why or why not? If so, did you discuss this with your site supervisor?
9. What do you regard as your most important personal learning experience during this week?
10. Tell me about something that happened this week that you are proud of.

ADDITIONAL COMMENTS:

Site Supervisor Evaluation: LIBS 668

(This evaluation will be emailed to the site supervisor by the university faculty member during the internship course.)

Please use the following form to evaluate your intern's performance over the course of the previous semester. Your comments will be helpful for the ODU MLIS faculty in providing valuable feedback to the intern, as well as helping to determine the intern's grade. You may choose to review this evaluation with the intern prior to submitting it. Please submit your completed form to eburns@odu.edu

Thank you for your time and consideration, both with this evaluation and over the previous semester as a supervisor to one of our student interns.

Intern Name:	
Intern's UIN:	
Today's Date:	
Site Supervisor Name (your name):	
Organization/Workplace Name:	

Please evaluate your intern using the following scale of 1-5, with 1 being "poor" and 5 being "excellent." Circle the appropriate number, and please add comments, using as much space as you need:

Poor------------------------Excellent

Work Quality: Quality of the completed, assigned tasks by the intern demonstrate the appropriate skills, knowledge, and ability commiserate to placement in the information setting.	1	2	3	4	5
Comments:					
Problem Solving/Critical Thinking: Ability to assess problems, and assist in providing and implementing solutions. Breaks down complex tasks into smaller, more manageable pieces, Demonstrates an analytical capacity.	1	2	3	4	5
Comments:					
Responsibility: Intern is able to work independently, follow instructions and complete assigned tasks with little direction/ supervision.	1	2	3	4	5
Comments:					

Initiative and Enthusiasm: Intern displays self-motivation and a general positive attitude toward assigned tasks; demonstrates enthusiasm for working at the site.	1	2	3	4	5
Comments:					
Collegiality: The intern collaborates with other professionals in the information setting; demonstrates the ability to work with others as well as support a diverse set of users; manages and resolves conflict in an effective manner/ according to policy.	1	2	3	4	5
Comments:					
Communication: Intern demonstrates the ability to effectively communicate - both orally and in writing.	1	2	3	4	5
Comments:					
Professionalism: Intern demonstrates ability to set appropriate goals and priorities; seeks opportunities to understand the mission of the organization and their role and relationship within it.	1	2	3	4	5
Comments:					
Respect for Diversity: Intern values the diverse perspectives and identities of users (to include culture, learning exceptionalities, gender, sexual orientation, religion/worldview, race/ethnicity, Socio-economic status, language, national origin, immigration status, age, family structure) and advocates for policies and practices that foster equity.	1	2	3	4	5
Comments:					
Work Habits: Intern is punctual; consistently adheres to agreed upon schedule, dresses professionally/ in an appropriate manner for the information setting.	1	2	3	4	5
Comments:					
Commitment to growth: Intern solicits feedback, systematically reflects upon feedback and uses this feedback for continual improvement.	1	2	3	4	5

Comments:

In an effort to ensure that our program meets the established learning objectives for the internship, we also ask that you complete the intern's competencies in these areas.

Please rate the Intern's Capabilities using the following scale:
1 (Strongly Disagree),
2 (Disagree),
3 (Neither disagree nor agree),
4 (Agree),
5 (Strongly Agree), or N/A (Not Applicable)

ODU MLIS Learning Objectives	Rating (please check the box that applies)					
	1	2	3	4	5	n/a
Create innovative responses to the needs and interests of diverse and global communities.						
Demonstrate leadership attributes for a variety of information environments.						
Students will be able to interpret and apply basic and applied research to improve their professional practice.						
Students will be able to access, synthesize and evaluate information to assist information seekers.						
Integrate evolving technologies and theories that underpin their design, application, and use.						
Analyze current and historical trends to forecast future directions of the library and information field.						
Create a plan for continuous professional development and lifelong learning.						

Describe areas of noted strength for this intern:

Describe any suggested areas for improvement or further development:

Would you recommend this intern for employment? If yes, for what type of position? If no, why not?

Thank you for participating as an internship site supervisor!

Signature   _____   Date _____

Printed Name   _____   Title _____

The Impact Project Assignment Overview and Rubric

Interns will be responsible for meeting the varied needs of an information workplace. For interns to determine their impact within an environment, they must have knowledge and skills in planning and assessment. All interns must complete the Impact Project. Completion of this culminating activity demonstrates expertise both

in content, as well as reflection on experiences. The purpose of this product is to demonstrate evidence of professional competence in university, state, and national accreditation standards.

The university faculty member working with the intern will evaluate the project to determine whether an intern has successfully met the learning targets of this activity. The Impact Project is submitted through LiveText.

The Impact Project consists of Five sections: Baseline Assessment, Planning, Project Implementation, Assessment Analysis, and Professional Learning & Reflection. A full project description is available in the LIBS 668 Course. The site supervisor and intern should discuss potential impact projects that align with site needs and intern objectives and goals. **Students must get approval from their university faculty instructor prior to beginning an impact project.**

LIBS 668: Internship Impact Project Rubric

	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
Baseline Assessment				
Baseline Data Intern designs and/or selects a measure to gather baseline data.	Intern develops or selects a measure that is highly correlated with project objectives. The alignment between assessment and objectives is strong and clear.	Intern develops or selects a measure that is correlated with project objectives. There is evidence of alignment between assessment and objectives.	Intern develops or selects a measure that has limited alignment with project objectives. The alignment between assessment and objectives is not clear.	Intern develops or selects a measure with little thought given to alignment with project objectives; assessment is not appropriate for what is being assessed.
Graphic Representation of Data - Baseline Intern creates a graphic representation of data in order to meaningfully demonstrate baseline data.	Intern includes multiple, varied representations of baseline data to include charts and graphs that fully describe the results from the data in a meaningful and accurate manner.	Intern includes multiple representations of baseline data to include charts and/or graphs that describe the results from the data in a meaningful manner.	Intern includes appropriate charts or another representation of baseline data but is missing or has inaccurate reporting of some data. Graphic information is not described or is incomplete.	Intern includes inappropriate or misleading charts of baseline data or has inaccurate reporting some data. Graphic information is not described.

Narrative Analysis of Baseline Data Intern writes a narrative analysis of baseline data that helps them make decisions about planning.	Intern narrative analysis of baseline data describes trends and patterns represented in data. Accurate conclusions concerning intern's prior knowledge are drawn. Interpretations delineate decisions that will influence the project.	Intern narrative analysis of baseline data describes trends and patterns identified in the data. Conclusions concerning intern's prior knowledge are drawn, but the analysis is superficial. Decisions that will influence the project are discussed.	Intern narrative analysis of baseline data does not describe trends and patterns in data. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about prior knowledge or directions for future planning.	Intern narrative lacks appropriate analysis of data required to describe trends and patterns or to make planning decisions.
Planning				
Content Knowledge Intern develops a plan for action informed by research and knowledge of content and information setting.	Intern plan reflects extensive research and knowledge of the content, relations between important concepts, and of multiple practices specific to that discipline and setting.	Intern plan reflects research and knowledge of the content and relations between important concepts, and of practices specific to that discipline and information setting	Intern reflects some awareness of the important concepts in the discipline, relations between them and of the practices specific to that discipline and setting.	Intern does not display knowledge of the content, relationships between different aspects of the content, or of the practices specific to that discipline and information setting.

Site Stakeholder Diversity Intern develops a plan informed by baseline data and knowledge of diversity within site stakeholders (whether patron / client / information seeker / staff) to meet all users' needs.	Intern demonstrates an understanding of diversity within site stakeholders, (whether patrons, clients, information seekers, or staff) including backgrounds, cultures, skills, language use, interests, and special needs from a variety of sources. Intern uses this knowledge and the baselines analysis to design a project that is creative, effective, and maximizes benefits for all stakeholders.	Intern demonstrates an understanding of diversity within site stakeholders and uses this knowledge and the baseline analysis to benefit all stakeholders.	Intern demonstrates an understanding of the diverse backgrounds, cultures, skills, languages, interests, or diverse needs of stakeholders but does not use this knowledge or the baseline analysis to benefit all stakeholders.	Intern demonstrates little or no knowledge of diversity or consideration of these differences to benefit stakeholders.
Project Implementation				
Project Environment Intern develops a project that is appropriate and has value for site and site stakeholders.	Intern develops a plan that has positive implications and is highly relevant for site and site stakeholders.	Intern develops a plan that has positive implications and is relevant for site and site stakeholders.	Intern develops a plan that has some positive implications and is of some relevance for site and site stakeholders.	Intern develops a plan that does not have positive implications and is not relevant for site and site stakeholders.
Project Strategies Intern implements a series of actions or interventions aligned with objectives presented in a coherent structure.	Intern implements a series of well-developed actions or interventions clearly aligned with objectives and the site mission. The presented plan has a logical, coherent, well-organized structure.	Intern implements a series of developed actions or interventions aligned with stated objectives and is presented in a well-organized structure.	Intern implements a series of actions or interventions partially aligned with objectives and presented in a cohesive but not always logically organized structure.	Intern implements actions or interventions that are not aligned with objectives; the strategies are not presented in an organized structure.

Technology Intern makes effective use of technology that supports the information setting	Intern uses technology to enhance the activity of the information setting and support the project objectives. Technology is used to create, adapt, personalize, record, or otherwise promote critical and/or creative thinking skills in support of the planned project.	Intern considers opportunities to integrate technology in a purposeful manner to support the project objectives. Technology is used to create, adapt, personalize, record, or otherwise support the project.	Intern utilizes technology but not with a focus on support of the project objectives. Technology use shows no meaningful connection to the project.	Intern demonstrates little or evidence of integration of technology in project.
Assessment Analysis				
Data Collection Intern designs and/or selects an instrument to measure changes made.	Intern develops or selects an instrument that is highly correlated with project objectives. The alignment between assessment and objectives is strong and clear.	Intern develops or selects an instrument that is correlated with project objectives. There is evidence of alignment between assessment and objectives.	Intern develops or selects an instrument that has limited alignment with project objectives. The alignment between assessment and objectives is not clear.	Intern develops or selects an instrument with little thought given to alignment with objectives; assessments are not appropriate for what is being assessed
Graphic Comparison of Data Intern reports graphically on data in order to meaningfully demonstrate results.	Intern includes multiple, varied representations of baseline and final data collection, to include charts and graphs. Figures are accurate and represent a comparison, not simply a presentation of facts. Graphic information from the data is fully described in a meaningful and accurate manner.	Intern includes multiple representations of baseline and final data collection, to include charts and graphs. Figures are accurate. Graphic information from the data is described.	Intern includes basic representation of baseline and final data collection. Data presented in figures are misrepresented. Graphic information from the data is not described or is incomplete.	Intern includes inadequate representation of baseline and final data collection. Charts and graphs are missing, or they are present but not meaningful or accurate. Graphic information from the data is not described.

Analysis of Data Intern writes a narrative analysis of data that helps them make decisions about future planning	Intern narrative analysis of data describes trends and patterns in data. Accurate conclusions linking prior research are drawn. Interpretations delineate implications for future practice in detail.	Intern narrative analysis of data describes trends and patterns in data. Conclusions linking prior research are drawn but the analysis is superficial. Some interpretations that delineate implications for future practice are discussed.	Intern narrative analysis of data does not use data to describe trends and patterns in data. The analysis is incomplete or offers a limited interpretation of the findings. Conclusions do not offer details about directions for future practice.	Intern narrative lacks appropriate analysis of data required to describe trends and patterns or to provide directions for future practice.
Professional Learning				
Reflection Intern engages in self-reflection of practice.	Intern's reflection on project is thoughtful and accurate, citing specific indicators of effectiveness based on multiple data points. Thoughtful consideration is given to reflecting on meeting the needs of diverse stakeholders. Intern draws on an extensive repertoire to suggest specific alternative actions and predict the likely success of each.	Intern provides an accurate and objective description of the project citing specific evidence. Intern makes some specific suggestions as to how the project might be improved. Intern engages in self-reflection of practice but does not articulate adjustments needed to improve personal practice and its impact on diverse stakeholders.	Intern provides a partially accurate and objective description of the project but does not cite specific evidence. Intern makes only general suggestions as to how the project might be improved.	Intern does not accurately assess the effectiveness of the project and has no ideas about how the project could be improved. Intern does not self-reflect, or self-reflection does not indicate understanding of the adjustments needed to improve professional practice and its impact on diverse stakeholders.

Letter of Interest for Potential Placement Sites

Dear ____

Thank you for your interest in hosting an ODU internship.

We will be placing interns each semester: Summer, Fall, and Spring beginning Summer 2020. Students will be encouraged to select an internship site based on their interests and professional goals.

Interns are expected to complete 160 hours of practical experience during the semester enrolled in the internship course. They will work with professional staff at the site to set goals and objectives for their internship, document their time through a time log, reflect on their experiences through a personal learning journal, and create and implement an impact project.

We are happy to add your contact information and information site to our database of potential internship sites. If you would like to be added to our database, please send an email to the following email address including your name, position/title, information site/organization, and contact information. Student internship applications are due on the following dates:

Summer   Due February 1
Fall   Due April 1
Spring   Due August 1

Our Internship Coordinator will be in contact shortly after the above stated dates should a potential intern request a placement matching your geographic location and information focus.

Thank you,