**AUBURN UNIVERSITY**

 **SYLLABUS**

**1. COURSE NUMBER:** EDMD 7920/7926

 **COURSE TITLE:** Clinical Residency

 **CREDIT HOURS:** 1 - 6 semester hours

 **PREREQUISITES:**  Departmental approval

 **COREQUISITES:** None

**2.** **DATE SYLLABUS PREPARED:** August 2015

**3. TEXTBOOK:**

American Association of School Librarians. (2009). *Empowering learners: Guidelines for school library media programs*. Chicago: American Library Association.

American Association of School Librarians. (2009). *Standards for the 21st century learner inaction.* Chicago: American Library Association.

Harada, V. H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners.* Santa Barbara, CA: Libraries Unlimited.

**4. COURSE DESCRIPTION:** Supervised experience in a school media center or other appropriate setting. These experiences, accompanied by regularly scheduled meetings with the university supervisor, provide evaluation and analysis of the clinical residency experience. Course may be repeated for a maximum of 6 credit hours.

**5. STUDENT LEARNING OUTCOMES:**

1. The student will be able to identify characteristics of an effective school library media program.

2. The student will be able to describe the procedures for planning, implementing, and evaluating a library media program to meet the characteristics of a specific school.

3. The student will be able to define the central roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.

4. The student will be able to assist students and teachers in locating, retrieving, and interpreting information in various formats.

5. The student will be able to select and recommend resources and instructional technology to support the total curriculum and respond to meet the needs of a diverse school population.

6. The student will be able to plan and conduct a collaborative teaching experience with classroom teachers.

7. The student will document and communicate the impact of collaborative instruction on student achievement.

**6. COURSE CONTENT OUTLINE:**

Students will access class resources, submit assignments, and correspond with the instructor through ***Canvas***. The Professional Work Sample is submitted through ***Tk20***.

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| --- | --- | --- |
| **Week** | **Topic** | **Assignments** |
| 1 | Introduction to course |  |
| 2 | Professional standards  | Read AASL *Standards for 21st-Century Learner* and assigned documents on professional ethics for school librarians |
| 3 | School librarian role: Program administrator | Observe and reflect on basic school library management principles/activities |
| 4 | School library collections | Assist with and/or conduct procedures related collection development and management |
| 5 | School library policies, facilities, and funding  | Evaluate policies, organize facilities to enhance use, and review budget/funding sources |
| 6 | Information and knowledge | Provide support for information to meet needs of diverse student population |
| 7 | Access to information | Develop solutions to address barriers to equitable access to information sources and services |
| 8 | Information technology | Design and adapt relevant learning experiences that engage students in authentic learning through use of current and emerging resources and technology |
| 9 | Literacy and reading | Develop strategies to promote reading for learning, personal growth, and enjoyment to meet needs of a diverse student population |
| 10 | Teaching for learning | Develop a model for an inquiry-based approach to learning and the information search process  |
| 11 | Instructional partner | Prepare **Professional Work Sample** for a collaboratively planned lesson |
| 12 | Integration of 21st century skills and learning standards | Plan 21st century skills instruction based on student interests and link to student achievement |
| 13 | Leadership and advocacy | Develop a written plan for leadership and advocacy for school library and information programs, resources, and services |
| 14 | Networking with the library community | Demonstrate ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing |
| 15 | Professional development | Develop a written plan for ongoing professional growth and commitment to the profession |

**7. ASSIGNMENTS/PROJECTS:**

 **Internship documentation rubric:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Unacceptable (U)** | **Acceptable (S)** |
| School library clinical residency placement reflection/report* School and school library description
* Mission statements
* Overview of curriculum
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Professional standards and ethics report* Standards for 21st-century learner
* Intellectual freedom
* Digital citizenship
* Access to resources and equity of access
* Confidentiality of library records
* Documentation of clinical resident as a model for professional standards and ethics
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Basic management principles reflection/report* Written strategic plan
* Library media committee meeting
* Grade level or dept meeting
* Organization & management principles
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Program administrator role of school librarian* Identify needs for diverse users
* Assist with collection development/management
* Review policies
* Review budget
* Organize facilities
* Write personnel job descriptions
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Information specialist role of school librarian* Develop a collection of reading and information materials in print and digital formats to support needs of a diverse students
* Develop solutions to address barriers to equitable access to information sources and services
* Develop strategies to promote reading for learning, personal growth, and enjoyment to meet needs of diverse
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Instructional partner role of school librarian* Develop a model for an inquiry-based approach to learning and the information search process
* Analyze and/or develop a sequential list of 21st century learning skills and determine the cross-grade and cross-subject correlation and/or implementation
* Plan 21st century skills instruction based on student interests and link to student achievement
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Teacher role of school librarian* Design and adapt relevant learning experiences that engage students in authentic learning through use of current and emerging resources and technology
* Prepare Professional Work Sample for a collaboratively planned lesson
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Leader and advocacy role of school librarian* Develop a written plan for leadership and advocacy for school library and information programs, resources, and services
* Demonstrate ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |
| Professional development* Develop a written plan for ongoing professional growth and commitment to the profession
 | Elements missing, defined incorrectly, or incomplete | All components are present and complete |

**COURSE REQUIREMENTS:**

The student who wishes to successfully complete an internship in library media must complete the following course requirements:

1. Contact the university clinical residency coordinator/supervisor to arrange for a clinical residency placement one semester before you plan to do clinical residency.

2. Complete and submit by deadline (usually before mid-term date), the Auburn University form for clinical residency.

3. Complete a prescribed number of hours under the supervision of a certified library media specialist as follows:

**Elementary level (K-6) 100 clock hours minimum**

**Secondary level (7-12) 100 clock hours minimum**

**Other approved setting 100 clock hours minimum**

4. Maintain a written log/reflective journal of clinical residency activities that correlate to the clinical residency projects. Provide documentation of completion of projects (photographs, handouts, audio recordings, video recordings, etc.)

5. Attend and participate in online discussions with instructor and other interns.

6. Provide weekly progress reports and complete all required clinical residency documentation reports to mentors and university coordinators/supervisors in accordance with the requirements of the clinical residency plan. Reports include log of activities, times, and locations and documentation of completion of learning activities.

7. Work cooperatively with, and under the direction of, the local school system officials.

Failure to complete the above requirements in a timely manner will result in an **Unsatisfactory** rating. Any student who receives an **Unsatisfactory will have to repeat the clinical residency experience**.

**EVALUATION:**

The student intern is expected to complete all learning activities of the clinical residency plan, complete all documentation of clinical residency activities, and attend and participate in the seminar activities to the satisfaction of the university coordinator/supervisor in consultation with school official involved with the clinical residency plan.

Since a grade of Incomplete cannot be assigned to Clinical Residency courses except under very special circumstances, it is expected that the clinical residency will be completed during the semester the students is enrolled. The clinical resident and the university supervisor, in consultation with school/school district official will determine, prior to each semester, those aspects of the clinical residency plan that can be reasonably implemented during the semester of enrollment.

A student who receives a satisfactory evaluation of all clinical residency activities/plan at the end of the semester will receive an "S" grade. A student who is unable to achieve a satisfactory evaluation of all predetermined clinical residency activities/plans, and each assessment component by the end of the semester, will receive a "U" (unsatisfactory) grade. If an Unsatisfactory grade is awarded, the student will be required to repeat the clinical residency experience.

A satisfactory evaluation of all clinical residency activities/plan is determined by the university coordinator/supervisor in consultation with school/school district officials involved in the clinical residency activities. The following components of the clinical residency activities/plans will be evaluated:

1. variety of clinical residency activities completed (**very important**)

2. log/reflective journal submitted every week (**very important**)

3. portfolio/clinical residency activity/Professional Work Sample (PWS) documentation

4. cooperation with university coordinators/supervisors, and school/school district official involved with the internship plan

**CLINICAL RESIDENCY ATTENDANCE POLICY:**The clinical resident is expected to carry out all assigned learning activities with the cooperating library media specialist and/or university supervisor. Failure to carry out these learning activities and submit assignments at the designated times may result in an Unsatisfactory grade.

Arrangement to make up missed clinical residency activities due to properly authorized excused absences (as defined by the Tiger Cub) shall be initiated by the clinical resident to the university supervisor within one week from the end of the period of the excused absence. The format of make-up clinical residency opportunities for clinical residents is at the discretion of the university supervisor. A clinical resident must complete all clinical residency clock hours, but if a clinical resident has to miss any scheduled clinical residency hours, the following will be considered excused absences and the clinical resident will be accommodated to make-up the missed clinical residency activity due to the following excuse:

1. Illness of the intern or serious illness of a member of the clinical resident's immediate family. The university supervisor shall have the right to request appropriate verification.

2. The death of a member of the clinical resident's immediate family. The university supervisor shall have the right to request appropriate verification.

3. Trips for members of the student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the clinical resident must notify the university supervisor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. The university supervisor may request formal notification from appropriate University personnel to document the intern's participation in such trips.

4. Religious holidays. Clinical residents are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.

5. Subpoena for court appearance.

**COURSE CONTINGENCY STATEMENT:**

If clinical residency activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**COMPLETION OF REQUIRED CLINCAL RESIDENCY ACTIVITIES:**

Students enrolled in EDMD 7920/7926, a course that leads to library media certification, must complete all clock hours required for the internship (100 clock hours for 1 semester hour credit, 200 clock hours for 2 semester hours credit, and 300 clock hours for 3 semester hours credit) by the last day of the term (last day of final exams). If needed, the university supervisor will work with cooperating library media specialist to extend opportunities for a library media clinical resident to complete clinical residency clock hours.

If university excused absences or institutional closings prevent a clinical resident from completing the required clinical residency experience hours by the last day of the term (last day of final exams), the clinical resident has the following options:

1. *Withdraw from the course*. This option typically would be chosen only if a student experiences an extended illness or family emergency. If the request is submitted after midterm and is medical in nature, it must be initiated in the Office of the Program for Students with Disabilities.
2. *Request a grade assignment of incomplete (IN)*. The university supervisor must approve the request and submit the required Incomplete (IN) Grade Memorandum of Understanding to the Office of the Registrar.
3. *Submit a petition to waive a specified number of required field experience hours.* The clinical resident, in consultation with the university supervisor, would complete the Student Petition from: <http://education.auburn.edu/files/file1098.pdf>. The petition must include the following: (a) the specific number of clinical residency hours the student is requesting to waive, (b) a justification for the waiver, and (c) a plan to make up missed clinical residency hours through the last day of final exams. Required approval signatures are noted on the form.

**CLASS POLICY STATEMENTS:**

A. Attendance**:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Distance education students are expected to view all classes through either the live or archived formats.

B. Excused Absences**:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf> for more information on excused absences.

C. Make-up Policy**:** Arrangement to make up a missed clinical residency activities due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s).

D. Academic Honesty Policy**:** All portions of the Auburn University Student Academic Honesty Code will apply to university courses. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations**:** Students who need accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). You must bring a copy of your *Accommodations Memo* and *Instructor Verification Form* to the meeting. If you do not have an *Accommodation Memo* but need an accommodation(s), make an appointment with the Office of Accessibility, 1288 Haley Center or call 844-2096 (V/TT) for additional information. They will inform you of procedures to be followed for eligibility consideration. Learners who have questions about participating in this course should contact the above office in advance to ensure proper accommodations.

F. Course Contingency**:** If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism**:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College of Education’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality