

AUBURN UNIVERSITY SYLLABUS

TITLE: EDMD 7920 Internship in Educational Media

CREDIT: 3 semester hours minimum required for library media certification

PREREQUISITES: Departmental approval

INSTRUCTOR: Dr. Susan H. Bannon, 3402 Haley Center, 844-4291, bannosh@auburn.edu
Office hours by appointment.

COURSE DESCRIPTION: Provides advanced students with supervised, on-the-job experiences in a school or other appropriate setting under the direction of a certified school library media specialist. These experiences, accompanied by regularly scheduled on-campus discussion periods, are designed to provide evaluation and analysis of the internship experience. **A minimum of 300 clock hours of observation and experience in a library media center setting at the elementary and secondary levels are required.**

COURSE RATIONALE: The internship in library media is designed to reinforce competence previously achieved in courses which lead to recommendation for certification as a school library media specialist. Students gain experiences in the following areas:

- * planning and evaluating library media programs
- * administering library media center programs and services
- * organizing and managing library media center resources and facilities
- * providing information, media production, and instructional design services to teachers and students
- * selecting and evaluating materials and equipment for instruction, information, and recreation
- * providing for information skills instruction and curriculum integration
- * promoting media and technology appreciation/use by children and youth
- * promoting effective use of technology, learning resources and media services
- * developing as a professional school library media specialist

The **purposes** of a professional school library media internship experience shall be to:

- 1) provide professional experience in a realistic setting for each student in the school library media graduate program
- 2) provide an opportunity for future school library media specialists to apply principles, as well as personal and professional skills, in the planning, administering, and evaluating of an established school library media program
- 3) develop a philosophy/definition of the mission of a school library media program
- 4) develop a definition of the roles of the school library media specialist

- 5) provide an opportunity for a library media specialist graduate student to cooperatively evaluate current competencies with school and university personnel so that he/she may realistically plan for future professional growth.

COURSE OBJECTIVES:

After appropriate learning experiences, the student will demonstrate **knowledge** of:

- K-1. The overall educational program of each school level, including their organization and program of instruction.
- K-2. Roles and responsibilities of the library media specialist and the contribution of the library media program to the educational process.
- K-3. Ethical and legal principles related to school library media programs, including intellectual freedom, copyright, and confidentiality of information, and procedures for responding to intellectual freedom challenges.
- K-4. Legislation, requirement, policies, procedures, and professional recommendations which affect school library media programs;
- K-5. Procedures for developing curriculum at the building and school system levels and for producing instructional materials to meet learning objectives and characteristics
- K-6. Application of instructional and information technologies in a school setting and techniques for teaching teachers to use technology to enhance instruction;
- K-7. Literature and resource materials available, including community resources;
- K-8. Procedures for budget preparation, justification, and administration;
- K-9. Procedures for planning, implementing, and evaluating a library media program to meet the characteristics of a specific school;
- K-10. Procedures for ensuring that students and staff have physical, intellectual, and organizational access to library media centers, collections, and services;
- K-11. Factors to be considered when selecting materials that match instructional goals and meet the needs of a multi cultural school population;
- K-12. Procedures for acquiring, organizing, classifying, cataloging, maintaining, and inventorying a relevant collection and for motivating students and staff to use the collection;
- K-13. Procedures for planning, conducting, and evaluating staff development programs to meet the needs of media staff and school faculty;
- K-14. Strategies to communicate the contributions of the library media program to administrators, teachers, parents, school board members, and the general public;
- K-15. Procedures for designing, implementing, and evaluating instructional activities and integrating information skills into the curriculum;
- K-16. A continuum of activities through which the school library media specialist can assist teachers in the teaching-learning process and can motivate students to read, listen, and view a variety of appropriate resources;
- K-17. The components of effective interpersonal relationships in the school, and
- K-18. Procedures for organizing a school library media advisory committee.

After appropriate learning experiences, the student will demonstrate **ability** to:

- A-1. Participate as a member of the instructional team to systematically design, develop, implement, and evaluate a learning activity or unit of instruction;
- A-2. Assist students and teachers in locating, retrieving, and interpreting information in various formats
- A-3. Produce instructional materials that meet specific objectives and learner needs
- A-4. Relate literature for children and young adults to their interests and ability
- A-5. Plan, implement, and evaluate in service/staff development education programs
- A-6. Assist students and teachers in the application of information skills
- A-7. Retrieve needed information from global sources through networking and other strategies to meet the requests of users
- A-8. Select resources and related equipment to support the total curriculum and respond to the needs of a multi cultural school population;
- A-9. Maintain and circulate a collection of materials and related equipment;
- A-10. Apply the principles of spatial organization and the fundamentals of library design to achieve an effective environment for learning and leisure use;
- A-11. Implement procedures that promote compliance with copyright laws and confidentiality laws without infringing on the user's intellectual freedom; and
- A-12. Apply management principles in operating a library-media center, supervising personnel, and promoting use of the collection.

COURSE CONTENT:

- I. Administering/managing the library media program
- II. Planning, teaching, and integrating information skills
- III. Selecting learning resources and equipment
- IV. Acquiring, organizing, and circulating learning resources and equipment
- V. Reading, viewing and listening guidance
- VI. Designing and producing learning resources
- VII. Providing information and reference services
- VIII. Promoting effective use of learning resources and services
- IX. Developing as a school library media professional

LEARNING ACTIVITIES:

Working with a cooperating library media specialist and/or university supervisor, the intern should satisfactorily complete all of the following learning activities:

- I. Administering/managing the library media program
 - A. **Prepare a written report of the school**, including, but not limited to, description of the school setting, educational/instructional program, the mission of the library media program, scope of library media services, description of library media facilities, and description of the roles and responsibilities of the library media specialist(s). **THIS REPORT MUST BE COMPLETED FOR BOTH THE ELEMENTARY**

INTERNSHIP PLACEMENT AND THE SECONDARY INTERNSHIP PLACEMENT. THE REPORTS ARE SUBMITTED NEAR THE END OF THE INTERNSHIP EXPERIENCE.

- B. Prepare a brief written report of the essential components of effective interpersonal communications and relationships that enable a school library media specialist to work effectively with school staff, students, and community.
REQUIRED TO BE SUBMITTED NEAR THE END OF INTERNSHIP.
- C. Prepare a brief written report detailing the basic management principles to be applied in operating a library media center, supervising personnel, and promoting use of the library media center collection(s). **REQUIRED TO BE SUBMITTED NEAR THE END OF INTERNSHIP.**
- D. Assist with and/or conduct procedures for inventory, circulation, maintenance, and/or repair of learning resources and/or equipment.
- E. Conduct a needs assessment of a school library media program and utilize results to make changes in the library media program/services.
- F. Implement procedures that promote compliance with copyright laws and confidentiality laws without infringing on the user's intellectual freedom.

II. Planning, teaching, and integrating information skills

- A. Analyze and/or develop a sequential list of 21st Century learning skills. Determine the cross-grade and cross-subject correlation and/or implementation. **REQUIRED!**
- B. Assist students and teachers in applying information skills.
- C. Prepare a **Professional Work Sample** that will include the following:
 - 1. Collaboratively planned lesson/unit that helps students learn 21st Century skills (AASL).
 - 2. Evidence of planning with a classroom teacher (needs assessment of students' skills, plan for appropriate learning activities, consideration of resources, and planned assessment).
 - 3. Use of collaborative planning form and rubric to measure level of collaboration.
 - 4. Observation of lesson/learning activity by university supervisor.
 - 5. Assessment of student learning. Must be able to show improved student learning.
 - 6. Written reflection of the collaboratively planned lesson/unit. Reflection must include evidence of meeting with classroom teacher after the lesson to determine outcomes of the lesson.**The Professional Work Sample is REQUIRED TO BE DOCUMENTED, OBSERVED, AND EVALUATED BY UNIVERSITY SUPERVISOR**
- D. Compile/develop bibliographies, webliographies, and/or resource lists.

III. Selecting learning resources and equipment

- A. Analyze a selection policy and procedures for evaluating and selecting learning resources and equipment to meet curricular, information, and recreational needs.
REQUIRED
- B. Analyze procedures for reconsideration of purchases/requests and procedures for handling intellectual challenges. **REQUIRED**

- C. Assist with the selection of resources and equipment to support the total curriculum and to respond to the needs of a multi cultural school population. **REQUIRED**
- D. Prepare a list of bibliographic and evaluative sources to provide current information about learning resources and equipment.
- E. Assist with developing and/or preparing “consideration for purchase” files.

IV. Acquiring, organizing, and circulating learning resources and equipment

- A. Assist with procedures for selecting and ordering learning resources and equipment to support curriculum and meet the needs of a multi cultural population. **REQUIRED**
- B. Assist with classifying, cataloging, and/or processing learning resources according to accepted standards (MARC, Dewey Decimal, and Sears Subject Headings). **REQUIRED**
- C. Analyze the circulation system; assist with maintaining the circulation of materials and equipment; prepare overdue notices. **REQUIRED**
- D. Prepare a list of commercial library automation sources and/or library suppliers appropriate to school needs.
- E. Assist with procedures for retrieving learning resources from other libraries or sources through networking and other strategies (e.g., interlibrary loan) to meet requests of users. **REQUIRED**
- F. Analyze a copyright policy and procedures for complying with the fair use principles and guidelines for use of learning resources for educational purposes (e.g., digital video, computer programs, Internet, etc.). **REQUIRED**

V. Reading, viewing, and listening guidance

- A. Assist with guiding individuals and/or groups of students/teachers with locating, retrieving, interpreting, and utilizing learning resources in various formats. **REQUIRED**
- B. Promote literature/media appreciation and interest in the use of learning resources by giving book/media talks and/or storytelling/story reading. **REQUIRED**
- C. Relate literature for children and youth to their interests and abilities.
- D. Develop/prepare resource-based learning center(s) for the library media center or classroom. **REQUIRED**

VI. Designing and producing learning resources

- A. Assist with design and production of learning resources to meet specific learning objectives and learner needs. **REQUIRED**
- B. Assist with the evaluation of media produced. **REQUIRED**

VII. Providing information and reference services

- A. Analyze reference, periodical, professional and/or other materials collections to determine appropriateness for a school's curriculum. **REQUIRED**
- B. Assist with providing guidance to teachers and students with locating and retrieving information from global sources through networking and other strategies. **REQUIRED**
- C. Conduct a survey of community to learn about community resources that can be used to strengthen a school program. **REQUIRED**
- D. Develop/prepare a file/list of community resources that can be used to strengthen a school program. **REQUIRED**

VIII. Promoting learning resources and services

- A. Communicate effectively with teachers, students, administrators, and the community. **REQUIRED**
- B. Assist with planning strategies for developing, presenting, and securing support for library media centers.
- C. Assist with the library media center public relations program. Prepare publicity materials and/or displays to promote the use of library media resources. **REQUIRED**

IX. Developing as the school library media professional

- A. Attend a local and/or district staff development meeting for library media specialists. **REQUIRED** (if #I below is not completed)
- B. Plan, implement and evaluate an in service/staff development program
- C. Prepare a written professional development plan for the next three years. **REQUIRED**
- D. Prepare a written list of recent/current developments in school library media services. **REQUIRED**
- F. Prepare a list of ten (10) professional items (e.g., websites, periodicals, magazines, journals, reports, etc.) that will provide as source of continuous professional development. **REQUIRED**
- G. Prepare a written list of professional associations, contact person, member benefits, and dues structure. **REQUIRED**
- H. Obtain membership in a professional association related to school library media. **REQUIRED**
- I. Participate in the activities of a school library media professional association. **REQUIRED** (If #A above was not completed).

COURSE REQUIREMENTS:

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

1. Contact the university internship coordinator/supervisor to arrange for an internship placement.
2. Complete and submit by deadline (usually before mid-term date) , the Auburn University form for internship.
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. Develop a portfolio containing written log/reflective journal of internship activities that correlate and are coded to the learning activities for the course. Provide evidence of completion of learning activities (photographs, handouts, audiotapes, videotapes, etc.)
5. Attend and participate in seminar activities at the university for reflection and discussion with other interns of internship experiences.
6. Provide bi-weekly (every 10 school days) progress reports and complete all required internship documentation reports to mentors and university coordinators/supervisors in accordance with the requirements of the internship 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 internship experience.**

EVALUATION:

The student intern is expected to complete all learning activities of the internship plan, complete all documentation of internship 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 internship plan. Since a grade of Incomplete cannot be assigned to Internships except under very special circumstances, it is expected that the internship will be completed during the semester the students is enrolled. The intern and the university supervisor, in consultation with school/school district official will determine, prior to each semester, those aspects of the internship plan that can be reasonably implemented during the semester of enrollment.

A student who receives a satisfactory evaluation of all internship 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 internship 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 internship experience.

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

1. variety of internship activities completed (**this is very important**)
2. log/reflective journal submitted every 10 school days (**this is very important**)
3. portfolio/internship activity documentation
4. cooperation with university coordinators/supervisors, and school/school district official involved with the internship plan

INTERNSHIP ATTENDANCE POLICY:

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

1. Illness of the intern or serious illness of a member of the intern's immediate family. The university supervisor shall have the right to request appropriate verification.
2. The death of a member of the intern'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 intern 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. Interns 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 internship 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 INTERNSHIP ACTIVITIES:

Students enrolled in EDMD 7920, 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 intern to completed internship clock hours.

If university excused absences or institutional closings prevent an intern from completing the required internship experience hours by the last day of the term (last day of final exams), the intern 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 intern, 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 internship hours the student is requesting to waive, (b) a justification for the waiver, and (c) a plan to make up missed internship hours through the last day of final exams. Required approval signatures are noted on the form.