# AUBURN UNIVERSITY SYLLABUS

1. **COURSE NUMBER:** EDMD 7920/7926 **COURSE TITLE:** Clinical Residency

**CREDIT HOURS:** 1 - 6 semester hours **PREREQUISITES:** EDMD 7130

**COREQUISITES:** None

1. **DATE SYLLABUS PREPARED:** January 2017

# TEXTBOOKS:

* + 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 in action.* Chicago: American Library Association.
	+ Harada, V., H., & Yoshina, J. M. (2010). *Assessing for learning: Librarians and teachers as partners*. Santa Barbara, Calif.: Libraries Unlimited
1. **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 intern experience. Course may be repeated for a maximum of 6 credit hours
2. **COURSE RATIONALE**: The school library clinical residency is designed to reinforce competence previously achieved in the core EDMD courses which lead to recommendation as a school librarian. Interns should have experiences in the following areas:
	* Planning and evaluating school library programs
	* Managing learning spaces and/or school library facilities
	* Administering school library programs and services
	* Providing information sources and services
	* Evaluating and selecting resources (print, non-print and technology)
	* Planning, teaching, and evaluating information literacy skills
	* Promoting reading as a fundamental skill for learning, information, and/or personal enjoyment
	* Developing as a school library professional and leader

# STUDENT LEARNING OUTCOMES:

* 1. Identify characteristics of an effective school library program.
	2. Describe the procedures for planning, implementing, and evaluating a school library program to meet the characteristics of a specific school.
	3. Define the central roles and responsibilities of the school librarian and the contribution of the library media program to the educational process.
	4. Demonstrate abilities to assist students and teachers in finding, evaluating, and using information in various formats.
	5. Select and recommend resources and instructional technology to support the needs of a diverse school population.
	6. Plan, develop, and demonstrate ability to work collaboratively and teach information literacy skills with classroom teachers.
	7. Assess student learning outcomes from a collaboratively planned information literacy skills lesson.

# COURSE CONTENT OUTLINE:

|  |  |  |
| --- | --- | --- |
| **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 |

1. **ASSIGNMENTS/PROJECTS: Internship documentation rubric:**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Unacceptable (U)** | **Acceptable (S)** |
| School library internship 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 intern 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 internship coordinator/supervisor to arrange for an internship placement one semester before internship.
	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

* 1. Maintain a written log/reflective journal of internship activities that correlate to the internship projects. Provide documentation of completion of projects (photographs, handouts, audiotapes, videotapes, etc.)
	2. Attend and participate in online discussions with instructor and other interns.
	3. Submit weekly internship log reports.
	4. 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.
	5. Work cooperatively with, and under the direction of, the local school system officials.

|  |  |  |
| --- | --- | --- |
| Internship Requirement | How to Fulfill this Requirement | Number of Hours |
| School Library Project | This requirement is very loosely defined, by design. It can be any related set of actions that make a contribution to the host school library program for your internship. It is not necessary that you are in on the project at the beginning, or that you complete it, because some projects are ongoing and will take more time than you have. It should be something that you can work on when you come to the media center and the cooperating school librarian is not readily available to work with you. Many interns choose to do collaborative units as projects because they potentially include several internship requirements. Other examples: a cataloging or organizational project; a reading promotion program; coordinating an author visit; preparing for a renovation or move (not just packing books into boxes); preparing a technology product for use in the media center; advocacy or public relations project; etc. | 20 – 30 |
| Collaborative Planning | Work collaboratively with classroom teachers. The hours listed here should include planning, preparing, compiling and creating materials, etc. | 8 - 10 |
| Information Literacy Component | Plan, implement, and assess an information literacy lesson during your internship. While you will engage in information literacy instruction on a small scale throughout your internship (and should reflect upon it in your journal as well), you should plan and conduct a lesson during your Internship at least once. This can be a segment of a larger unit and should represent a focused attempt at integrating information literacy into the curriculum. The university supervisor has to observe. **This will be your professional work sample (PWS).** | 5 - 8 |
| Teaching Large Group Session in Collaboration | Teach a lesson in collaboration with another educator. Ideally, this is a lesson planned collaboratively with a classroom teacher, and may be the result of the "collaborative planning" requirement listed above. Be sure you are thinking, acting, and reflecting as the school librarian during this process, focusing on integrating information literacy into the curriculum and learning community at large. | 1+ |
| Media or Technology Meeting | Attend a building-level media or technology meeting. Reflect on what you observe in your documentation. System-level meetings may count toward fulfillment of this requirement, but seek Dr. Bannon’s approval first. (See "Miscellaneous" section below). If on internship site does not have a meeting that you can attend, seek out a meeting at another internship site. Some schools use online tools in lieu of such meetings; these may count if you can "watch" the meeting activity. | 1 - 3 |
| Grade Level or Department Meeting | Attend a building-level grade or department meeting. As you watch the meeting, reflect on what you are learning as though you are a school librarian at the meeting. If you were the school librarian, what role(s) could you play in this meeting? How would attendance at meetings such as this benefit you as well as the teachers? Be specific. Reflect on this in your documentation. | 1 - 3 |
| Assist Individual Students | Include a broad range of activities in your internship, from teaching individual students how to locate and access information, providing reader's advisory services, etc. | 10 - 20 |

|  |  |  |
| --- | --- | --- |
| Peer Sharing | Conference and share thoughts and experiences from your Internship with peers. This can be achieved by discussion with other interns. | 4 - 8 |
| Professional Conference | Attend one or more professional school library, reading, or technology conferences (either state, regional, national, or international). A professional webinar would also count for this activity. | 4 |
| Clerical Assistance or Observation | Shelving, circulation tasks, and other clerical duties fall under this description. These kinds of activities should represent a small portion of your Internship experience. | 30 max. outof 300 clock hours |
| Miscellaneous | Many internships have unique elements that don't seem to fit into any of the above categories. Be sure to have special events approved before counting them. | varies |

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 week (**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
	5. Submitting Professional Work Sample (PWS) into Tk20.

# INTERNSHIP POLICIES:

1. Attendance**:** An intern 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 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:

* + 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.
	+ The death of a member of the intern's immediate family. The university supervisor shall have the right to request appropriate verification.
1. Academic Honesty Policy**:** All portions of the Auburn University student academic honesty code will apply to internship. 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.
2. 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.
3. 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.
4. Professionalism**:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’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
1. Course Completion**:** 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 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:

* *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.
* *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.
* *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.](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.