LIBS 6991 Professional Internship Syllabus

Instructor Information

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Office Hours:

Note I am available by appointment if you need assistance or have concerns. You can contact me via email at dotsonl@ecu.edu

Course Description: LIBS 6991. 110 hours of practical experience. P. 30 semester hours LIBS or consent of the Chair. Placement in library setting appropriate to student's field of concentration.

Goals

This course provides an internship in selected library settings appropriate to a student's field of concentration under the supervision of university staff and a certified librarian. Interns will utilize a variety of experiences to apply knowledge gained from previous coursework, research and independent study while benefiting from the guidance of an experienced and professionally qualified librarian. Virtual and real-time observations, shadowing, attending professional conferences and meetings, and participating in numerous practical experiences are among the activities which will provide future librarians opportunities for enrichment.

Assigned professional readings will provide the student with a necessary background to discuss and apply research in the professional experience.

As you read for LIBS 6991 please identify the connection between standards, performance indicators, and competencies that are reflected in your practical experience. The documentation for your final portfolio should be descriptive of how and why you made these connections.

Requirements

☐ The internship begins with contact, initiated by the student, between the student, university internship supervisor, site supervisor and, if required a district-level representative during which a site and site supervisor for the internship experience is established. The student is required to submit the designated documentation forms which may be located on the department's webpage.

☐ 110 contact hours are required. Contact hours must be documented by the site supervisor and initialed. At least **15 contact hours** must be completed in an academic, public, or school library with different grade levels or focus than the site where the intern is primarily based. School library interns are strongly encouraged to serve these 15 contact hours in a public or academic setting, while public/academic library interns are encouraged to serve at least 15 hours in a school setting.

☐   Interns are required to interact with peers virtually via video/audio tools, discussions, and chats, sharing experiences and perspectives. Interns should attend one or more professional school, committee or district level meetings, either virtually or in-person. Interns should seek opportunities to interact with diverse groups and cultures within the school

Students should also determine the expectations of conduct and dress that are required by the system in which they are serving an internship and carefully abide by those standards.

Objectives of the Course

To test theoretical knowledge against reality of practice

To interact and communicate with library professionals

To develop a professional self-awareness

To pursue a special interest, where appropriate

To develop professional library leadership skills

To develop understanding of the role of the sponsoring library/site

To become aware of employment opportunities

To begin development of a professional portfolio

To share the experience with the other candidates enrolled in the internship

Suggested Course Textbook:

Required:
- AASL Standards Framework for Learners Pamphlet https://standards.aasl.org/wp-content/uploads/2017/11/AASL-Standards-Framework-for-Learners-pamphlet.pdf
- AASL Standards Framework for Learners, framework only https://standards.aasl.org/wp-content/uploads/2018/08/180206-AASL-framework-for-learners-2.pdf

Recommended:
- *AASL National School Library Standards for Learners, School Librarians, and School Libraries* (2018). Chicago: ALA Editions.

Course Policies

Attendance and Participation:
This is an online course that may use discussion and chats for participants to communicate with

one another. You are required to actively participate in these discussions as topics are presented - commenting, synthesizing, and reflecting upon the thoughts and works of your peers.

ACADEMIC INTEGRITY

Academic integrity is expected of every East Carolina University student. Academically violating the Honor Code consists of the following: cheating, the giving or receiving of any unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism, copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification, statement of untruth, either verbal or written, regarding any circumstances relating to academic work; and attempting any act which if completed would constitute an academic integrity violation as defined above. Procedures governing academic integrity violations are described in the East Carolina University Student Handbook and in the Faculty Manual.

ECU provides guidelines to students regarding academic integrity while enrolled. The instructors of this course adhere to the established policies and will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify. Should the instructors determine that an academic violation has taken place, we reserve the right to assign a grade sanction, which can include failure of the course and/or refer the case to the Office of Student Conflict Resolution for a hearing. Policies & Procedures | OSRR | ECU

ADA COMPLIANCE

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 (252) 737-1016 (Voice/TTY).

Student Support

- Library Science Website: https://education.ecu.edu/idp/idp-library-science/
- MLS Student Handbook: MLS-Student-Handbook-8-24-2021.pdf (ecu.edu)
- Contact Information Technology and Computing Services (ITCS) at http://www.ecu.edu/cs-itcs/students.cfm if BB or other technology does not work properly. ITCS phone support is available 8 am to midnight by calling 252-328-9866 or 1-800-340-7081.

Additional Help:
- The University Writing Center is available for writing support. Contact the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit is available at: at Home | University Writing Center | ECU
- For information on children's literature, contact the Teaching Resources Center

https://library.ecu.edu/trc/
 at Joyner Library. They have a large collection of children's books

- If you need additional help, do not hesitate to <u>Ask A Librarian!</u> Look for the link that says "Ask a Teaching Resources Librarian." https://library.ecu.edu/services/ask-a-librarian/

Grading Scale

A = 93-100 points
B = 86-92 points
C = 79-85 points
F = below 79 points

***In the interest of fairness, assignments submitted after the due date will not be accepted.

I = Incomplete:
In the event of a necessary incomplete, please discuss the possibility of an Incomplete with your instructor prior to 2 weeks before classes end. If I choose to grant you an incomplete for the semester, I will give you a due date for all work and no other extensions will be provided to you. By accepting an incomplete for the semester, you understand that your grade may drop one letter grade.

Course Assignments & Weights:

Module 1 (10%): **Course Discussions**

Module 2 (35%): **Article Submitted for Publication**

Module 3 (35%): **Internship Portfolio: Activities and Interactions & Student Log Documentation**

Module 4 (10%):   **Final Reflective Impressions**

Module 5 (10%):   **Evaluation Checklist** - *Interns should provide form to site supervisor and share the due date for submission*

Descriptions of Course Assignments:

Module 1 (10%): Discussions

The candidate will participate in online discussions via Canvas, WebEx meetings, and/or chats, as scheduled. Discussions are used to connect us and ground us in the activities and concepts essential to our profession. The first discussion will be during the first week of the semester and additional dates determined as needed. Announcement of each new seminar/meeting/chat will be posted. Topics will be drawn from current professional issues and needs.

**Participation in the discussion forum in the various formats is mandatory.

Please make **at least three** substantive postings (good or excellent contributions) on two-three different days during discussions. **One of the three** postings should be your response to the questions. The **other two (or more) postings** should be replies to your peers' postings or responses to additional ideas that might arise in the conversation during the week. **Substantive contributions are thoughtful, insightful, interesting, and/or well-developed responses that extend the conversation, add new ideas, and/or pose questions to consider.** Remember, drive-by or minimal contribution postings such as "I agree" are not considered substantive.

Following is the guideline for self-pacing and participation in the online discussions:

Criteria
Post an initial substantive response to the questions
Post 2 substantive replies to your peers' postings or respond to additional ideas that might arise in the conversation or the readings during the week.
Posts are made on at least 2 different days.

Rubric for Discussions

	Above Proficient	Proficient	Below Proficient
Seminar Discussion AP=10 points P=9-5 points BP= 4 points or below	Comments are **consistently** thoughtful; reflect deep understanding of the issue; all prompts addressed.	Thoughtful comments reflect understanding of the issue; all prompts addressed. Some discussion postings are better than others.	Short comments that communicate little understanding of the topic.

Module 2 (35%):

LIBS 6991 Artifact: Article Prepared and Submitted for Publication

Librarians are expected to interact and communicate with their peers in the profession, and this can be done through presentation and also the written word. Graduate students are expected to write numerous papers in their educational programs, and this could provide a solid foundation for sharing knowledge, interacting, and supporting peers. In many cases however, most of these papers are never published. This means that new ideas are not shared with the professional community where they could reach a wider audience and do much good. As graduate scholars we should write and contribute to the wider body of knowledge. As practicing professionals many opportunities present to do this, but it is not uncommon for professionals to feel some intimidation and fail to take advantage of their opportunities. Students could benefit from an experience in converting a project or course assignment paper to a publishable manuscript. This assignment opens a door to greater self-awareness as a professional, communicating with a broader group, advocating for issues that are important to you, and sharing/interacting with your peers. One of the purposes of this assignment, the artifact for LIBS 6991, is to provide this opportunity for students, and to provide them with professional guidance to offer support. Students will practice steps that can help them transform a previous course assignment paper or real-life activity experienced within the internship, into a publishable manuscript. Students will prepare an article, determine a publishing source, and submit the article for publication.   These steps include determining a topic, clearly stating the purpose, identifying an appropriate audience, revising with peer feedback, querying journal editors, revising if needed to conform to journal's author guidelines, requesting and responding to writing center feedback, and finally editing and proofreading prior to submitting the actual manuscript.

Your topic can be something you have done in your work that you are very proud of, or something that you did in another course (paper, project, etc.) that you are proud of. It should be timely, original, and focused. Your article should provide means, ways, or ideas for other practitioners to use as needed to support their own schools and libraries.

Writers must always revise, edit, and proofread prior to submission of an article for publication. You will work in pairs to support each other in editing and sharing ideas for improvement. In addition to submitting this paper for publication, you could also submit proposals to conferences if you wanted to do that, but it is not required for the course.

In summary, students will select a topic, research as needed, write the article, work with a peer to refine and edit, send the article to the University Writing Center's Online Writing Lab, make revisions, and submit to the course instructor for final review and edits. Then the article will be submitted to the journal of the student's choice. The artifact required for this course is simply the submission of an approved article to the publication of your choice. It is understood that this work may not actually be published until later, or in some cases even rejected.

To support your work on this assignment WebEx meetings with librarians from Joyner Library, will be held to introduce data bases for use in publishing and identifying publishers. Students will also be required to take advantage of the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Complete information on how to submit is available at:
https://writing.ecu.edu/uwc/make-an-appointment/

Suggested Resources include:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Belcher, W. L. (2009). Writing your journal article in 12 weeks: A guide to academic publishing success. Thousand Oaks, CA: Sage.

Williams, J. M. (2005). Style: Ten lessons in clarity and grace. New York, NY: Pearson Longman.

Steps for Progress to Completion of the Artifact: Article Submitted for Publication –

1. Determine a topic, clearly stating the purpose of the article

2. Attend WebEx meeting on Databases with librarians from Joyner as scheduled

3. Research as needed & begin writing

4. Attend WebEx meeting on Copyright with ECU's Copyright Consultant as scheduled

5. Engage in peer feedback & revision

6. Identify an appropriate audience & query journal editors

7. Revise if needed to conform to journal's author guidelines

8. Request and respond to writing center feedback

9. Edit and proofread based on writing center feedback, prior to submitting the actual manuscript

10. Submit edited corrected manuscript to instructor for overview. Make any needed changes and **submit to journal**

12. Send link with verification to instructor

** Students must review https://copyright.ecu.edu/ ECU provides faculty, staff, and students access to a Copyright Consultant as a resource on campus to help you navigate the often murky waters of Copyright. The Copyright Consultant is available to educate and empower you to confidently incorporate Copyrighted materials in your work at ECU.

Academic integrity is expected of every East Carolina University student. Academically violating the Honor Code consists of the following: cheating, the giving or receiving of any unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism, copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification, statement of untruth, either verbal or written, regarding any circumstances relating to academic work; and attempting any act which if completed would constitute an academic integrity violation as defined above. Procedures governing academic integrity violations are described in the East Carolina University Student Handbook and in the Faculty Manual.

Do not submit any work to any journal that is not your own or is not fully cited.

Do not submit work to more than one journal at a time.

Remember your CITI training from earlier in the program (LIBS 6019), that is essential for applying principles of ethics to research scenarios and to demonstrate knowledge of ethical principles in research, as this may apply.

Rubric for LIBS 6991 Artifact: Article Submitted for Publication

Criteria	Below Proficient (1)	Proficient (2)	Above Proficient (3)	Wts. For Task Stream
Abstract and Topic	Abstract missing, too long, or too short. Abstract and topic do not clarify the intent of the article	Abstract is adequate, and the provides some information about the article purpose. The topic is stated	Abstract is clearly written and provides a complete overview of the article. The topic is clearly stated	.15
Audience for publication	Demonstrates flawed or little understanding of a connection between the type of publication and the	Demonstrates some understanding of the audience for the submission of this	Demonstrates understanding of the desired audience for the submission of this publication	.15

	work to be submitted	publication on this topic	on this topic. Ideas presented, questions or hypotheses are unique, to the audience	
Peer Collaboration: Editing and Revision	There is no evidence of peer collaboration in the editing and review of this article	Collaboration is evident in the editing and review of this article	Collaboration is evident in the editing and review of this article with clear response to feedback for the purpose of strengthening the article	.25
Literature review& References	Articles selected do not clearly relate to the topic and are identified minimally.	There is evidence of related research on the topic that helps to support the article	Clear evidence of related research on the topic supports and strengthens the article	.25
Style and format of Selected Journal	Manuscript disregards required style for structure and mechanics, and/or in-text and reference citations are not in required format. Spelling/grammar errors are evident.	Manuscript largely follows required style for structure and mechanics, and for in-text and reference citation formats. Manuscript contains minimal spelling or grammar errors, but not enough to disrupt reading.	Manuscript follows required style for structure and mechanics, and for in-text and reference citation formats. Manuscript contains no spelling or grammar errors and is well written.	.20

Module 3 (35%): Create Portfolio Shell by first week in course; Begin Log immediately

Portfolio of Internship Interactions and Collaborations & Student Log Documentation

Internship Log: Candidates will maintain an "Internship Log" of experiences addressing the standards during the internship period. Student log forms may be found on the department webpage under internships. This log will reflect an overall view of the internship and the hours worked. At least 15 hours must be logged in a library on a different level or focus than the primary internship school. Please upload a copy of the entire student log to on Canvas. Maintain a running file of your internship log to be **included in your final course portfolio** for documentation purposes.

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Rubric for Log Completion

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	Above Proficient	Proficient	Below Proficient
Student Log AP=15-14 points P=14-11 points BP= 11 points or below	Evidence showing experience in addressing areas in all Standards as defined in course syllabus	Evidence showing experience in addressing most Standards as defined in course syllabus	Minimal Evidence showing experience in addressing Standards as defined in course syllabus Standards

Portfolio Content: A portfolio reflecting specific areas of the **internship** interaction and collaboration, including a reflection, will be prepared using Task Stream's portfolio function or other preapproved website builder. This is not your Task Stream artifact submission, but is instead, a portfolio you will create using the Task Stream Folio function. If you prefer, you may use another preapproved website builder. You will send a link to the portfolio to your Internship supervisor when you have the folio completed. **Do not confuse this internship portfolio with the Task Stream artifact.**

Look closely at the portfolio guidelines to determine areas, competences, standards, and indicators that should be addressed. The portfolio will be compiled and submitted through Task Stream.

Please do not upload or post copyrighted, sensitive, or HIPAA protected information anywhere in your e-portfolio. This is against university policy. The below links provide information to those policies:
http://www.ecu.edu/cs-itcs/policies/copyright.cfm

http://libguides.ecu.edu/copyright

<div align="center">**Rubric for Portfolio Completion**</div>

The Internship Portfolio is a documentation of activities of during the Internship. This portfolio is unique to the internship experience. School librarians should be modeling the use of various instructional strategies, resources, and platforms for digital learning.   Be thoughtful and creative with the documentation you choose to include.

Portfolio Guidelines for School Internship:

The portfolio should be designed with folders or sections set up in the portfolio for specified activities and functions (3 or more for each standard) supporting the NCDPI and/or AASL Standards in which each intern participated.
The portfolio should also include:
- Mission of the school
- Personal philosophy of library service
- Setting: Description of the library size, community served physical layout, and staffing.
- Internship Log
- Internship Reflection
- All or most documentation for activities/interactions as shown in examples below, but not limited to these items:

Examples of Evidence & Documentation of Standards - activities/interactions in the Internship may include but not be limited to, the following:
- Any project developed by in consultation with the supervising school librarian. (Projects involving collaborative planning with teachers are particularly encouraged.) The student should conduct the project and keep a record of its progress in the personal log.
- Any engagement, virtual or other, in collaborative planning activities with one or more teachers
- Attendance, virtual or in-person, at a media committee or technology committee session (agenda)
- Attendance at a grade-level or departmental meeting, preferably with the media specialist (agenda or plans)
- Any in-service presentations designed under supervision of the media specialist
- Assistance with individual students in information tasks
- Teaching and Instruction (group sessions in collaboration with a classroom teacher)
- Documented experience with diverse students and parents
- Documented evidence of teaching ability: plans, evaluations, emails, videoed classes, etc.
- Attendance at any meeting focused on school library media, reading, children's literature, educational technology, or some other relevant topic

- Networking with peers for mutual learning and problem-solving (show actual planning for the process such as emails, programs, lesson plans, pictures, etc.
- Attending or presenting at a conference
- Related participation in webinars or twitter chats
- Related Photographs
- Related Emails
- Be sure to add a link or embed your submitted article in the final portfolio
- Set up "office hours" daily for teachers who need you.
- Set up a library page with access codes and/or directions to all the subscription services you have
- Use whatever platform your school uses to push out read-aloud videos, information about how to access the same subscriptions sent out through the online classes, or other things to encourage students to keep reading.
- During times such as the recent pandemic, hold or attend weekly grade level meetings with your teachers through Zoom or whatever format your school uses to let you know what is working and what they need support in.
- Hold a daily read aloud and if needed video yourselves reading a chapter
- Plan units for teaching students: for example, how to search NC Kids Digital Library through our public library; lessons on Digital citizenship lesson, etc.
- Research and discover apps/programs that might be useful to the teachers as they prepare lessons. Share these with teachers and collect feedback.
- Show evidence of ways diverse needs of the school community are met
- Create and share tutorials with families on how to access any of your digital reading resources
- Provide evidence of promotion of print and digital resources for children and young adults in the languages of the community
- Create one teaching activity per week for each grade level for each week. This supports the usual students' once a week visit to the Media Center.
- Book Talk a selected book once a week
- Show a log of instructional technology questions from staff that you have responded
- Participate in virtual grade level PLCs
- Explore and share Google Meet, Zoom, and other platforms to share and experiment within your collaborative activities.
- Plan a virtual Fieldtrip
  ** It is understood that some activities may be virtual

Other items may be included as interns choose or wish to share. This is a tool that may be used to show prospective employers or stakeholders what you have done and what you can do. Add

any material that you wish to include to support this intention. Use a format for this portfolio that you may continue to add to and grow, showing your experiences, skills, and strengths.

As you read for LIBS 6991 please identify the connection between standards and competencies that are reflected in your practical experience. Your final portfolio should be descriptive of how and why you made these connections. It is understood that interns may not be able to present something for every single standard given the short timeframe of the internship. Do as much and as many varied experiences as possible. Show that you had a well-rounded internship.

Refer to the Standards below as you proceed.

NC School Library Media Coordinator Standards:

https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/29/Media%20Coord%20-%20Process%20Manual.pdf

- **Standard 1:** School Library Media Coordinators demonstrate leadership.
- **Standard 2:** School library media coordinators build a learning environment that meets the instructional needs of a diverse population of students.
- **Standard 3:** School library media coordinators demonstrate implement a comprehensive 21st century library media program.
- **Standard 4:** School library media coordinators demonstrate knowledge of learners and learning and promote effective instructional practices.
- **Standard 5:** School Library Media Coordinators reflect on their practice.

AASL Standards 2017 National School Library Standards:
https://standards.aasl.org/project/foundations/

2017 AASL Standards:
- Inquire
- Include
- Collaborate
- Curate
- Explore
- Engage

The 2017 AASL National School Library Standards are based upon the domains Think –> Create –> Share –> Grow. These standards are tied to shared foundations: Inquire, Include, Collaborate, Curate, Explain, and Engage. The AASL site defines this further as you will note:

https://standards.aasl.org/project/foundations/

For additional review of the standards see "*Breaking Down the AASL National School Library Standards*"
 https://elementarylibrarian.com/breaking-down-the-aasl-national-school-library-standards/

Rubric for School's Concentrationy Portfolio Completion

	Above Proficient	**Proficient**	**Below Proficient**
AP = 20-25 points P = 15-19 points BP = 14 points or below	Multiple evidence/documentation (3-4 Items per standard) showing experience and activity with defined standards is reflected with documentation for each of the standards as defined in the syllabus for all suggested activities	Evidence/documentation (2-3 Items) showing experience with defined standards is reflected with documentation for standards as defined in the syllabus for most suggested activities	Minimal evidence/documentation showing experience with standards is reflected

Module 4 (15%): **Final Reflective Impressions** (included in portfolio)

 In writing your final reflective paper please revisit the initial impressions of librarianship that you had when you entered the program. Note any changes in perception that you may have realized as a result of the program and your internship experiences in the reality of practice. Please include your reflections of your experiences within the overall internship experience and your growth as you see it through the program. The summary should be a minimum of three pages. The final reflective paper will be submitted by the end of the Internship and should be sent to the internship supervisor as well as be included in the final portfolio. The reflective paper should support what is demonstrated in the portfolio.

Rubric for Final Internship Reflection

	Above Proficient 15 Points	Proficient 10-15 Points	Below Proficient Below 10 Points

Final Reflection/Summary	Multiple evidence is provided to demonstrate candidate has reflected on the practical experience, personal leadership style and demonstrates meaningful understanding of the librarian role	Some evidence is provided to demonstrate candidate has reflected on the practical experience, personal leadership style and demonstrates meaningful understanding of the librarian role	Minimal evidence is provided to demonstrate candidate has reflected on the practical experience, personal leadership style and demonstrates meaningful understanding of the librarian role
AP=15 points P=10-15 points BP=below 10 points			

Module 5 (15%): **Evaluation Checklist** In order for a grade to be posted for you, this item must be submitted on or before final day of class. If mailing the form, please be aware of the time issues.

Please provide your site supervisor with a copy of the *Internship: Evaluation Checklist* found under Internship Forms on the Program website. This must be completed and signed by the site supervisor and submitted to the Internship Supervisor. Competed forms may be emailed (dotsonl@ecu.edu) or mailed to Dr. Kaye Dotson, 2334 Tar Landing Road, Williamston, NC 27892.

	Above Proficient 15 Points	Proficient 10-15 Points	Below Proficient Below 10 Points
Evaluation Checklist AP=15 points P=10-15 points BP=below 10 points	Comments and scores indicate full internship experience with positive observation.	Comments and scores indicate average internship experience with both positive and constructive observation.	Comments from site supervisor are less than positive.

Information about LIBS 6991 Course Artifact

For this course you will complete and post an artifact and reflection statement in Task Stream as evidence of mastering skills for the course. The artifact for this course will be **article submitted for publication in Module 3.**