

LIBS 6992 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 6992 Public/Academic Library Internship. 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. 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.

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

As you read for LIBS 6992 the public/academic library internship, please identify the connection between standards and competences 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 the student initial contact, with the librarian or director at the anticipated site. Contact should be 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 found on the MLS Program webpage.
- 110 contact hours are required. Contact hours must be documented by the site supervisor and initialed. At least **15 contact hours** of the 110 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.

- Interns are required to interact with peers via video analysis tools, wikis, online discussions, and chats, sharing experiences and perspectives. Interns should attend one or more professional library, committee, or district level meetings. Interns should seek opportunities to interact with diverse groups and cultures within the library and setting.

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

Objectives of the Course

Test theoretical knowledge against reality of practice

Interact and communicate with library professionals

Develop a professional self-awareness

Pursue a special interest, where appropriate

Develop professional library leadership skills

Develop understanding of the role of the sponsoring library/site

Become aware of employment opportunities

Begin development of a professional portfolio

Share the experience with the other candidates enrolled in the internship

Course Policies

Attendance and Participation:

This is an online course that will use online discussions and chats, Canvas Studio, and other means 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 referring the case to the Office of Student Conflict Resolution for a hearing. See:

<http://www.ecu.edu/cs-acad/grcat/University.cfm#integrity>

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 [Ask A Librarian!](#) 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 = 85-92 points

C = 77-84 points

F = below 77 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 me 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:

Component 1 (10%): Discussions

Component 2 (15%): Student Log (complete log is due with final portfolio submission)

Component 3 (20%): In-Service Learning Initiative

Component 4 (15%): Final Reflective Impressions

Component 5 (25%): Portfolio

Component 6 (15%): Evaluation Checklist - Interns should make sure site supervisor submits

Course Assignment Descriptions:

Component 1 (10%): Discussions

The candidate will participate in a Canvas course that includes virtual meetings, online discussions, blogging and/or chats, as scheduled. The first meeting will be during the first week of the semester and additional dates determined as needed. Announcement of each new virtual discussion will be posted. Discussion topics will be drawn from the Internship needs and discussions. A minimum of two posts per forum is required. Students should check the Canvas Discussion frequently.

****Participation in the Canvas course discussion is mandatory.**

Please make **at least three** substantive postings (good or excellent contributions) on two-three different days during the discussion period. **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. The forum will be open to read for the full semester.

Following is the guideline for self pacing and participation in the seminar 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 Discussion

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

Component 2 (15%): Student Log (complete log is due with final portfolio submission)

Candidates will maintain an "Internship Log" of experiences 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 site. Please scan and email a copy of the entire student log to Dr. Kaye Dotson via attachments to dotsonl@ecu.edu. Maintain a running file of your internship log to be **included in your final course portfolio** for documentation purposes.

Rubric for Public/ Academic Internship Log Completion

	Above Proficient	Proficient	Below Proficient
Student Log AP=15-14 points P=14-11 points BP=11 points or below	Evidence showing experience and general interaction with, or knowledge of, all ALA Competences	Evidence showing experience with, or knowledge of, most ALA Competences	Minimal evidence showing experience in addressing ALA Competences

Component 3 (20%): In-Service Learning Initiative

For this assignment, please read the literature on professional development. There are many articles to choose from and Joyner Library provides access to all students.

The integrative data driven in-service learning assignment is designed to have you complete each of the following steps:

- Consult with site supervisor to identify and address a defined need for the library site
- Review the literature related to professional development activities
- Survey faculty, staff, and or patrons to determine strengths or needs
- Select a topic impacting targeted group
- Review the literature on selected topic
- Develop an initiative or professional development to address the topic
- Present findings to the group in a formal videotaped presentation
- Reflect upon strengths and weaknesses of the in-service projects with your group and individually with your own presentation

*Direction of Site Supervisor is needed. Site Supervisor preference or determination of the need, or lack thereof, of any of the above should be followed. Frequently site supervisors have a project or plan that supports their library needs that they will direct you to advance.

Part 1: Preparation, development and presentation of in-Service, project or plan to Faculty or Stakeholders (must be 20-30 min and videoed). It is important to be aware of which ALA Competences are addressed with this work. ALA Competences may be found at http://www.ala.org/search-results?as_q=competences

Part 2: Group Collaboration and Video Analysis

The second part of this assignment includes group collaboration and analysis of each group member’s video. Upon completion of the presentation all interns will be placed in groups. Interns in each group will view and critique group member videos. Prior to viewing group videos, interns should view the following Ted Talk which emphasizes the need for serious feedback:

http://www.ted.com/talks/bill_gates_teachers_need_real_feedback

A discussion will feature this Ted Talk.

The following rubric may be used as a guideline to critique each video and share with each member as to group consensus.

Group Critique and Interaction		Pts Possible
In-Service Initiative	Described why topic was chosen, with description based in the professional literature and described why the topic was personally meaningful for the chosen site/school or library	20 pts.
	Shared intended meaningful impact and how it will/might continue to have an impact at your site	20 pts.
	Information appeared to be presented in a manner that was clear and easily understood by a wide range of stakeholders	10 pts.
Accountability	Intern participated fully in group interaction	25 pts.
	Participation was timely and within dates as determined by the group	25 pts.
	Points Possible	100

Each group will evaluate group member projects. You will upload a video of your presentation to www.youtube.com for sharing with your peers and your instructor; and include a link to that presentation in your final summary for [TaskStream](#).

How you determine to meet as a group is up to you. Your group should determine meeting dates, and final dates for any information to be shared to allow the assignments to all be presented by the due date. Be sure to be fair and honest in your assessment of each presentation. Remember, the goal here is to help each intern improve and develop skills and to gain ideas for in-service for your own sites. Make every effort to realistically ascertain and reflect on the quality of the intern’s efforts. Some of the questions you might address and **explain** are what worked, what you looked for in each video, what words of wisdom you have for your peers, etc. These are a few ideas to think about in addition to the rubric above, but certainly many other thoughts could, and should, be considered. This exercise will help you and your fellow interns. You will learn from each other’s experience. **As a group**, compose a brief narrative on each individual project after your group review, and attach via email to me with any comments you feel are significant. This can be one single document for the group. **Each intern will also post his/her individually completed template, including a link to the video, on Task Stream for a final grade from me**, but your critique as a group is especially important.

The final template for the in-service will serve as the **course artifact**. This template should be posted on Task Stream as soon as possible after your group has finished.

Rubric for In-Service Learning Initiative Assignment

In-Service Initiative	Above Proficient 20 pts.	Proficient 15-19 pts.	Below Proficient 14 pts. or Below
Assessment of Faculty, Patron, or Stakeholder and Identification of Target Audience Needs	Multiple evidence is provided demonstrating that candidates design and deliver instruction based on needs of the learning community	Some evidence is provided demonstrating that candidates design and deliver instruction based on needs of the learning community	Little or no evidence is provided demonstrating that candidates design and deliver instruction based on needs of the learning community

<p>Survey, Consultation, and Observation</p>	<p>Multiple evidence is provided to demonstrate use of networking with colleagues using research strategies to create new knowledge and improve services in libraries</p>	<p>Some evidence is provided to demonstrate use of networking with colleagues using research strategies to create new knowledge and improve services in libraries</p>	<p>Little or no evidence is provided to demonstrate use of networking with colleagues using research strategies to create new knowledge and improve services in libraries</p>
<p>Literature Review</p>	<p>Multiple evidence is provided to demonstrate use of evidence-based research</p>	<p>Some evidence is provided to demonstrate use of evidence-based research</p>	<p>Little or no evidence is provided to demonstrate use of evidence-based research</p>
<p>Promotion of library Program Resources and Services</p>	<p>Multiple evidence is provided that candidate articulates the role of the library program in contributing to initiatives or professional development initiatives</p>	<p>Some evidence is provided that candidate articulates the role of the library program in contributing to initiatives or professional development initiatives</p>	<p>Little or no evidence is provided that candidate articulates the role of the library program in contributing to initiatives or professional development initiatives</p>
<p>In-Service Topic and Significance to library or organization is identified</p>	<p>Multiple evidence is provided demonstrating that candidates can document and communicate the impact of in-service initiative on supporting learning and achievement</p>	<p>Some evidence is provided demonstrating that candidates can document and communicate the impact of in-service initiative on supporting learning and achievement</p>	<p>Little or no evidence is provided demonstrating that candidates can document and communicate the impact of in-service initiative on supporting learning and achievement</p>

Delivery/Video of In-Service Presentation	Multiple evidence is provided showing that presentation is designed to promote learning and access to information	Some evidence is provided showing that presentation is designed to promote, learning and access to information	Little or no evidence is provided showing that presentation is designed to promote learning and access to information
Skills Instruction	Multiple evidence is provided to indicate candidate advocates for skills to support the learning needs of the community	Some evidence is provided to indicate candidate advocates for skills to support the learning needs of the community	Little or no evidence is provided to indicate candidate advocates for skills to support the learning needs of the community
Reflective Summary AP=20 points P=15-19 points BP=below 14 points	Multiple evidence is provided to demonstrate candidate has reflected on practice and can identify meaningful adjustments to improve skills	Some evidence is provided to demonstrate candidate has reflected on practice and can identify meaningful adjustments to improve skills	Little to no evidence is provided to demonstrate candidate has reflected on practice and can identify meaningful adjustments to improve skills

End of directions and beginning of template for Task Stream Artifact below. Please review the above as needed.

Template for In-service Learning Initiative

In-service Learning Initiative

Student Name:

Semester:

The in-service Complete the template below by responding to all prompts and directions. Before uploading this assignment to Task Stream delete instructions that are not bold. Please retain all headings/subheadings in bold.

Part 1: Foundation for the in-service

A. Describe the library Service improvement goal.

Goals: Include the following information: Name and address of library; library improvement goals; identify efforts that have been/are being made to meet these goals; evidence/data showing what is being done/has been done to meet library improvement goals and improve access, use, or advocacy.

If the library does not have a library improvement process then describe the library's challenges and what is being done to correct these. Provide the following information: describe the library's challenges impacting access, use, or advocacy; evidence/data showing what is being done or has been done to meet library improvement goals and improve access, use, or advocacy.

Describe the decision process for selecting one library improvement goal/challenge to research. Why did you choose this goal/challenge? What data went into its selection?

Describe who will be impacted: Provide the following information about those targeted by this library improvement effort: number of people; demographics such as age; race/ethnicity; language; culture; challenges facing targeted population. Each of these categories must be addressed.

B. For one library improvement goal/challenge conduct a literature review and develop a 500-750 summary of this issue. Cite in APA format at least five journal articles.

This literature review provides the basis for understanding the problem or challenge, and what can be done to eliminate or lessen the challenge. Interns are to conduct reviews of the educational literature using Joyner Library's databases, and it is only these professional/refereed articles that can be cited in the summary paper. In the process of understanding the topic you may very well access websites, blogs, encyclopedias, Wikipedia, etc., but these are not professional/refereed sources and cannot be cited in this summary paper.

C. Collaborative efforts. Describe in detail your collaborations with librarians/administrators or patrons in the thoughtful planning, delivery, and evaluation of this in-service. Note: For this assignment collaboration must occur at *all* phases of this in-service – planning, delivery, and evaluation. For instance, you will want to collaborate to get input on the selection of the library improvement goal, to understand the needs, learning styles, interests, and preferred type of delivery of the recipients of the in-service, and the evaluation of the in-service and how it can inform additional professional development opportunities.

Part 2:

A. Planning the in-service. Based on what you completed in the previous sections, it is time to plan the in-service. In this section you will be describing how you and your collaborators made decisions regarding the in-service—the focus here is on describing the decision-making process; why these decisions were made, and others being considered were not. Keep in mind that plans are often fluid in the beginning and become firmed up over time. Describe how you moved from fluid to firm. Provide the following information in this description of the in-service plan:

- Evaluation to know that recipients need/want this in-service (provide copies of the evaluation instrument/s).
- Objectives (what you want recipients to learn).
- ALA competence(s) you are targeting
- Describe the selection of presentation format and how the room was set up to influence comfort and learning; technology used; copy of the agenda, copies of handouts and the agenda;
- Address and plan for each of the three parts of an in-service:
 - First, describe the theoretical and practical knowledge you want recipients to know. What will you be teaching that provides recipients with the background understanding and knowledge of the in-service topic? How will you teach this?
 - Second, skill demonstration. What will you demonstrate for recipients what you are wanting them to learn based on the in-service’s objectives? How will you demonstrate this? Is technology involved?
 - Third, describe ways recipients can practice what they are learning? Describe hands-on, learning by doing opportunities built into this in-service.

B: Delivering the in-service. Describe in detail the in-service event. The following information must be provided.

- Date, time, and place of the in-service.

- Number of people in attendance
 - Describe ways the actual event differed from its planning (i.e., time, content)
 - Describe what you did. Be sure to describe teaching strategies, modeling, and other supports you provided to recipients to facilitate their learning
 - Describe what recipients did
 - The in-service presentation is to be videotaped and a link will be created. Place the link to the video here
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C: Evaluate the effectiveness of the in-service

- How do you know the in-service objectives were met? Provide anecdotal evidence and data. Describe ways you evaluated the in-service (exit surveys, formative assessments, checks/questions asked within the in-service, surveys to determine how this information will be put into practice)
- Provide a copy of the instruments (exit surveys, formative assessments) used to determine if this in-service met its goals.

D. Summary/Reflection. Respond to the following questions:

- What is the overarching contribution of this in-service? What will be (or has been) its impact on the library?
- Specifically, in what ways will this in-service help improve access, use or advocacy?
- Based on the evaluation of this in-service describe the next steps of this in-service initiative? What other professional opportunities should logically be developed?
- What have you learned? What would you do differently next time? What aspect/s of the in-service initiative did you enjoy the most? What aspect/aspects did you enjoy the least?
- How can you use this in-service be used to advocate for a stronger library program? In what ways will the library program benefit from this in-service effort? How can you capitalize from doing this in-service?
- Reflect on *your* professional development and describe what you do to continue learning and growing. Second, develop a professional development plan by providing one or two examples from the categories identified below. Third, for each category describe ways you could become an active contributor or actively involved.
 - library associations to join (such as ALA, NCLA, others). What is the mission of the association, benefits, and cost of joining.
 - webinars
 - blogs
 - journals and books

- websites
- conferences. Identify library and educational conferences (national, state, and local) to attend. Identify these conferences by name, purpose of the conference, location, benefits, and estimated cost of attendance.

Post Completed Template on Task Stream by Due Date

Component 4 (25%): Portfolio

A portfolio reflecting specific areas of the internship, including a reflection, will be prepared, and presented to the Internship supervisor *two weeks before the last day of class*. Look closely at the portfolio guidelines to determine areas, competences, standards, and indicators that should be addressed. Refer to the academic calendar to determine this date for submission. The portfolio will be compiled and submitted electronically.

Portfolio Guidelines for Public/Academic Library Internship:

The Internship Portfolio is a documentation of activities during the public or academic library Internship. The contents should include but not be limited to:

Mission of the agency, school, or library

Personal philosophy of library service

Setting: Description of the library size, community served, physical layout, staffing

Organizational chart

Documentation of Evidence of Work in the Following Competences:

1. Foundations of the Profession
2. Information Resources
3. Organization of Recorded Knowledge and Information
4. Technological Knowledge and Skills
5. Reference and User Services
6. Research
7. Continuing Education and Lifelong Learning
8. Administration and Management

Your portfolio for this internship should reflect a variety of activities and may include activities such as, but not limited to the following:

- Learning about and helping with the Ask a Librarian chat/email service

- Participating in planning for fall library instruction, programs, orientations, and outreach, all of which will probably be done online. This will include the creation of online learning content and you could be part of that process.
- Attending departmental meetings and trainings via Zoom
- Assisting librarians with small online projects—for example, perhaps helping to update some LibGuides
- General orientation to working in an academic library,
- Training in using databases and library systems
- Discussions with librarians about their career paths and their work – these discussions could be with librarians in different kinds of departments in the library.
- Creating and sharing tutorials with stakeholders on how to access any of your digital reading resource
- Researching and discovering apps/programs that might be useful to the staff or stakeholders that you will share and collect feedback.
- Creating one virtual/teaching/interactive activity per week
- Book Talking a selected book once a week
- Keeping a log of reference or instructional questions from staff that you have responded to
- Participation in virtual meetings
- Exploring and sharing Google Meet, Zoom, and other platforms to share and experiment within your collaborative activities.
- Planning virtual fieldtrips, events, or other activities

Please view these as suggestions but other items may be included as interns choose or wish to share.

As you read for LIBS 6992 please identify the connection between standards and competences that are reflected in your practical experience. Your final portfolio should be descriptive of how and why you made these connections.

Joyner Library has provided a Web page with links to all the remote student tutorials. It would be a good idea to review this link <http://personal.ecu.edu/geec/tutorials.htm> The first tutorials are on finding library science databases, and basic/advanced searching in *Library Literature*. These may be especially useful as you pursue research.

Rubric for Public/ Academic Concentration Portfolio Completion

	Above Proficient	Proficient	Below Proficient
Portfolio AP=20-25 points	Evidence showing experiences and	Evidence showing experience and	Minimal evidence showing experience

P=15-20 points BP=below 14 points	knowledge of all defined competences	knowledge of most defined competences	with defined competences
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Component 5 (15%): Reflective Impressions Upon Completion of the Internship

In writing your final reflective paper, please revisit your initial impressions when you entered the program. Note any changes in perception that you may have realized because of 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	Proficient 10-15	Below Proficient Below 10
Final Reflection/Summary AP=15 points P=10-15 points BP=below 10 points	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

Component 6 (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* which is located on the Library Science Program webpage under Internships. This must be completed and signed by the site supervisor and submitted to the Internship Supervisor.

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

Information about LIBS 6992 Course Artifact

For this course you will complete and post an artifact and reflection in TaskStream as evidence of mastering skills for the course. The artifact for this course will be the Template including a link from your presentation from Component 3, the In-Service Project. Your document should be posted online in TaskStream for grading by the due date for the In-Service assignment.