

## Appendix 1

### Course Syllabus/LIBM 6390

**A. Course Title:**

LIBM 6390 Graduate Field Experience (Practicum)

**B. Catalog Description:**

Supervised field experience, observation, and practice, in an approved school library media center or information service agency. A schedule will be planned between the field supervisor and the institution's supervisor (practicum coordinator) which will meet the requirement of 120 clock hours.

**C. Purpose:**

A course designed to enable candidates to engage in on-the-job experiences under the supervision of a qualified professional and a college instructor. Students are expected to apply knowledge, skills and dispositions which are defined in the program of studies.

**D. Required Texts:**

*Guidelines for Graduate Field Experience: LIBM 6390 Library Media/Information Technologies Practicum.* Packet, revised 2004.

**E. Conceptual Framework: "Educators as Reflective Decision Makers"**

"EDUCATORS AS REFLECTIVE DECISION-MAKERS" Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives and members of the community share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates' abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by the candidates' acquisition of reflective decision-making skills through self-understanding, course work, and field and internship experiences.

**How do the program goals reflect the conceptual framework?**

The Master of Science in Library Media/Information Technologies prepares

competent persons for professional positions in a variety of educational agencies. This program of study is designed for individuals who may be planning careers in school library media centers at the elementary, secondary, and district levels or at regional educational cooperatives. A common set of knowledge, dispositions, and attitudes have been delineated for candidates to possess and to enhance their skills as reflective decision makers. Degree candidates will obtain knowledge and awareness that many learners have special needs that must be met for maximized learning. They will be prepared to use technology for instructional purposes. Specific program evaluation procedures are outlined in the university approved "Assessment Procedures and Criteria" for Master of Science in Library Media/Information Technologies.

#### Master of Science in Library Media/Information Technologies Goals

- Graduates will be able to:
  - Articulate a philosophy of library media services, which reflects an integration of principles of library science, educational media, and instructional design.
  - Design, implement, and market programs of services for specified client populations which further the curriculum objectives of the school/district by integrating them into the total educational programming of the school/district.
  - Apply principles of management, including planning, to the operation of the school library media center.
  - Select and build a quality collection of resources and equipment which meets the educational objectives of the school/district, which promotes intellectual freedom, and which meets clients' needs and purposes.
  - Organize and maintain collections of resources and equipment for efficient use reflecting the application of the latest technologies.
  - Provide instructional opportunities, including bibliographic instruction, for various client populations as appropriate.
  - Utilize information technologies and networks to acquire and share information and for reference and referral services.
  - Analyze research data and use this information to assess and solve school library media related problems.
  - Work with other education professionals to address instructional and curricular problems, including those involved in establishing activities that enable the student to increasingly assume responsibilities for planning, understanding, and assessing their own learning; to implement student learning activities reflecting different learning styles; and to ensure a variety of student learning environments.

- Incorporate into programming resource and service needs of all users (e.g. the culturally diverse, the exceptional populations, the disabled).
- Recognize the importance of practicing effective leadership and interpersonal relationships within the educational, local, and professional communities.
- Promote quality literature and information literacy in an environment conducive to encouraging students as lifelong learners.

**How does Graduate Professional Field Experience (Practicum) address the conceptual framework and the overall program assessment?**

The practicum is designed to prepare the students to work in the most effective ways possible before joining their learning communities as fully-licensed library media professionals. Each student's 120 hours of practical field experience is designed to meet the background, experiences, and logistics of the current educational setting for the student while offering diverse opportunities for reflective practice and decision-making.

**F. Use of Technology:**

Teacher candidates are expected to utilize educational technology in a variety of ways during the course. Negotiations regarding field sites, including diverse learning communities, project preparation, and reflective decisions are conducted through electronic communication devices. Candidates are all encouraged to use informational technologies or instructional technologies to design or promote course projects.

**G. Diversity:**

The course will help teacher candidates create an effective learning environment (library media center) within the context of the entire learning community. An emphasis will be placed upon the knowledge and skills which are either listed as criteria by the Arkansas Department of Education or are part of the learning and teaching, information access and delivery, or program administration principles as defined in current national guidelines for library media programs. Additionally, dispositions as defined by the overarching themes of collaboration, leadership, and technology in the national guidelines will be emphasized. Finally, students will be required to address diverse needs of the site or sites where they will be gaining field experiences as they prepare the Learning Community Report.

**H. Objectives:**

At the end of the this course, the candidate will be able to

1. Prepare a memorandum of application describing the terms which have been previously negotiated between the student and field supervisor or the student and the practicum coordinator regarding the site or sites and the projects.
2. Describe the learning community of the practical field experience site, including the diversity of student population, by reflecting on the library media program and the collaborative relationships within the learning community or beyond the four walls of the library media center.
3. Submit a log of activities related to the practical field experience.
4. Prepare three projects with reflective cover sheets. The projects are to emphasis three of the knowledge competencies as described by the Arkansas Department of Education. These are promotion of the library media program, professionalism in the library media program, and library media program planning with an emphasis on meeting diverse student needs as identified in school improvement planning documents.
5. Confer with the field supervisor after the field supervisor has completed the Checklist of Knowledge, Skills, and Dispositions.

**I. Course Content:**

- Develop Negotiation Skills
- Practice Theoretical Concepts from Previous Courses
- Develop Professionalism and Leadership Skills
- Practice Program Planning Based on Student Achievement Needs
- Promote Library Media Programs
- Practice Collaboration Skills

**J. Field Experience Requirements:**

Candidates are required to work under the supervision of a library media professional and under the guidance of the university practicum coordinator to obtain a minimum of 120 hours of practical field experiences.

**K. Course Outcomes and Evaluation:**

In accordance with NCATE (National Council for the Accreditation of Teacher Education) Standards, multiple forms of assessment are used with an emphasis upon performance.

Candidate performance will be evaluated as follows:

**1. Practicum Application**

Each candidate will complete an application prior to the semester in which the student will complete the practicum. The application and deadlines are available on the program website.

**2. Learning Community Report**

Each candidate will complete a five-page report based on the LIBM 6390 guidelines. This report will describe the learning community of the site or sites where the student has been placed. A rubric is provided to help guide the student.

**3. Three Projects with Reflective Cover Sheets for Each Project**

Each candidate will prepare three projects based on library media program promotion, library media professionalism, and library media program planning. Each candidate will also submit a two-page reflective cover sheet with each project. The rubric for the coversheet and the description of the projects are described in the guidelines.

**4. Knowledge, Skills, and Dispositions Checklist Evaluation**

The field supervisor will be asked to complete a Knowledge, Skills, and Dispositions Checklist. Candidates and field supervisors will confer after the checklist is completed. A copy of the checklist is available in the guidelines.

**5. Practicum Notebook**

Candidates will be required to maintain a notebook containing the Practicum Application, the Learning Community Report, the Time and Activities Log, the Projects with the Reflective Cover Sheets, and a copy of the signed and dated Checklist of Knowledge, Skills, and Dispositions. The student may also submit a reflective paper regarding the practical field experience. The practicum coordinator is responsible for grading all projects with their respective cover sheets and the learning community report. The practicum coordinator will also examine the time and

activities log and review the checklist. The Learning Community Report and one of the projects will be submitted prior to the mid-point of the semester while the final two projects will be submitted prior to the end of the semester. Feedback on these documents will be provided by the Practicum Coordinator to provide a basis for timely reflection by the student. Other required documents will be due at the end of the semester.

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

**L. Attendance Policy:**

Candidates are expected to exhibit a high degree of professionalism as reflected in their speech, manner, and dress. Prompt and consistent attendance based on the negotiated agreements between the student and the practical field supervisor or the practicum coordinator are to be followed and are part of the professional behavior expected. Attendance at one of the two practicum orientations is expected. Candidates should note the university's drop date policy, which includes notifying the registrar's office.

**M. Student Handbook Policies:**

Candidates are expected to follow the policies regarding academic dishonesty, sexual harassment, and academic issues outlined in the UCA Student Handbook. Candidates should familiarize themselves with all policies in the Handbook.

UCA provides program accessibility and reasonable accommodation for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. Support services are available, in order to arrange an individual assistance plan. Refer to the UCA Student Handbook for information regarding required documentation of disabilities and additional information on disability support services.

**N. Bibliography:**

“ALP Form: Guidelines for Employing School Districts”. (2002) Little Rock: Office of Professional Licensure, Arkansas Department of Education.

Information Power: Building Partnerships for Learning. (1998) Chicago: American Library Association.

Proceedings: The White House Conference on School Libraries (2002) Washington D.C.: Institute of Museum and Library Services.

Shannon, Donna, “The Education and Competencies of School Library Media Specialists: A Review of the Literature.” School Library Media Research. (2002) [www.ala.org/aasl/SLMR](http://www.ala.org/aasl/SLMR). Chicago: American Library Association.

Valenza, Joyce Kasman, “School Librarians: A Field Guide to an Evolving Species”. (2002) Classroom Connect. (p. 4-7).