

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: LIB

COURSE NUMBER: 613

CREDIT HOURS: 1-4

I. TITLE: Clinical Experiences in Library Media

II. COURSE DESCRIPTION AND PREREQUISITE(S): Students seeking initial certification in library media will participate in a supervised clinical experience for a total of 12 weeks of student teaching. Students who are already certified as teachers will take the four practicum courses instead. This course may be taken for 1-4 hours credit, and is repeatable up to 4 credit hours. Three weeks of supervised clinical experience will be required for each hour of credit. A total of four credit hours must be completed to meet program requirements. The course is graded Pass/Fail.

Prerequisite(s): Admission to Teacher Education and Student Teaching.

III. COURSE OBJECTIVES:

Class activities will focus on the attainment of the objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the [Kentucky Teacher Standards](#) (KTS), the **2010 ALA/AASL Program Standards** (ALA) and [inTASC Core Teaching Standards](#) (InTASC) addressed by that objective. At the end of the course students will be able to:

- A. design and plan instruction at the appropriate level in a variety of subject areas for the students at each of the assigned grade levels (KTS 2; ALA 1; InTASC 7, 8);
- B. create a classroom climate for effective instruction at each of the assigned grade levels (KTS 3; ALA 5; InTASC 3);
- C. demonstrate effective classroom management skills creating a mutually respectful classroom (KTS 3; ALA 1, 4; inTASC 3);
- D. plan and assess the learning and achievement of all children, regardless of gender, ethnicity, learning styles or exceptionalities (KTS 5; ALA 1; InTASC 1, 2);
- E. demonstrate an understanding of child behavior and the ability to recognize children's diverse learning styles, individual differences and levels of performance (KTS 3; ALA 1, 3; InTASC 2);
- F. demonstrate the ability to collaborate with professionals, other educational staff and students and their parents (KTS 8; ALA 1, 4; InTASC 10);
- G. demonstrate the College of Education Conceptual Framework and the Theme of Educator as a Reflective Decision-Maker by reflective analysis of their teaching experience through weekly reflection sheets and an eligibility portfolio containing artifacts for each of the five revised NCATE/ALA/AASL [Standards for Initial Preparation of School Librarians](#) (KTS 7; ALA 1-5; InTASC 9);
- H. demonstrate a variety of strategies and promote materials in a variety of formats that encourage reading for learning, personal growth and enjoyment, and reinforcing classroom reading instruction (KTS 1; ALA 2; InTASC 5, 7, 8);
- I. demonstrate use of technology to enhance instruction in the classroom (KTS 6; ALA 1-5; InTASC); and

- J.** demonstrate adherence to the Kentucky School Personnel Code of Ethics. (KTS 1-9; ALA 1-5)

Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. The Kentucky Education Professional Standards Board (EPSB) Themes of diversity, assessment, literacy, and gap achievement are addressed in the course as potential topics for discussion with the supervising school librarian together with practical experience in developing relevant activities, both administrative and instructional. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course. The [Professional Code of Ethics for Kentucky School Certified Personnel](#) and the [Code of Ethics of the American Library Association](#) are discussed wherever appropriate with the supervising school media librarian. The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect as a part of clinical experiences.

IV. CONTENT OUTLINE:

Students will be engaged in teaching and other activities related to the functions and role of the school library.

V. INSTRUCTIONAL ACTIVITIES:

- A.** Students are placed in appropriate library settings with qualified supervisors. Credit hours taken will determine the number of weeks completed during the semester, with three weeks of supervised clinical experience required for each hour of credit.
- B.** Students complete artifacts for an electronic graduate eligibility portfolio.
- C.** The university instructor provides monitoring and feedback to assist the student in developing skills and confidence as an effective school librarian at the level of the assignment.
- D.** The student is observed by the university instructor at least four times during the placements and provided written and oral feedback with regard to the observed teaching skills and behaviors. The university instructor evaluates the eligibility portfolio, required assignments, and observed teaching experiences, with input from the supervising school media librarian.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students are assigned to appropriate school library settings, under the supervision of qualified school media librarians. Three weeks of supervised clinical experience will be required for each hour of credit. A total of four credit hours must be completed to meet program requirements.

VII. TEXTS AND RESOURCES:

- A.** American Association of School Librarians (2009). [Empowering learners: Guidelines for school library programs.](#)
- B.** AASL (2007). [Standards for the 21st-century learner.](#)
- C.** AASL (2007). [Standards for the 21st-century learner in action.](#)

- D. Kentucky Department of Education Resources such as Core Content and Program of Studies
- E. Kentucky Department of Education (2010). [*Beyond proficiency @ your library.*](#)
- F. *LiveText* User License for eligibility portfolio

Students will be able to use resources available at the practicum site and others as assigned by the university instructor and the supervising school media librarian.

VIII. EVALUATION AND GRADING PROCEDURES:

This course is evaluated on a Pass/Fail basis, and follows the elements of the Kentucky Department of Education's [Characteristics of Highly Effective Teaching and Learning in the Library](#). The evaluation is based on the recommendation of the university instructor with input from the supervising school media librarian, and the successful completion of the graduate Eligibility Portfolio. The portfolio will include artifacts for each of the five revised NCATE/ALA/AASL [Standards for Initial Preparation of School Librarians](#).

IX. ATTENDANCE POLICY:

This course adheres to the policy published in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic

dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress through the program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to the admissions committee for those Library media graduate students working on initial certification. Negative flags are reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed

for the student's progress toward program completion. Negative flags may be grounds for denial of admission to Teacher Education Services and/or practicum, or reversal of admitted status.