LIB 5520 – Capstone
Appalachian State University

Fall 20XX
Section XXX
Days/Time

Instructor Name
Email: xxxxx@appstate.edu

Zoom meeting location: https://appstate.zoom.us/xxxxxxxxxxx

Course Description:

This course provides students the opportunity to reflect on their learning throughout the program by exploring how their work reflects the program's learning objectives. Students will engage in the development of a portfolio that they will be able to use in their professional careers.

Course Objectives
- Students will implement that knowledge and skill reflective of advanced librarian training;
- Students will reflect on previous learnings from their MLS courses;
- Students' practice will be consistent with the standards of accepted practices for its format (i.e., APA, etc.);
- Students will develop a plan for professional development;
- Students will develop a professional resume;
- Students will use evidence-based practice and information to reflect on their learning and inform their professional practice.

Required Texts: None

Capstone Project: Digital Portfolio

Purpose

The American Library Association accreditation of our graduate program requires the program to provide clear evidence about the quality and coverage of topics students will experience in the program. This means that the courses, their content, the assignments, and any other curricular and co-curricular activities we offer as part of your learning experience result in you acquiring and enhancing appropriate knowledge, skills, and abilities (i.e., learning objectives) for entry level positions in the information professions. The course, LIB 5520

Capstone and course assessment, Digital Portfolio, supports these accreditation requirements as reflected in the following objectives for the Digital Portfolio:

• Provide graduate students a platform to present and reflect on their curricular and non-curricular learning. In particular, the student will present evidence of their successful achievement of the stated program learning objectives.
• Provide the department, university, and accrediting bodies with a method of end-of-program assessment to demonstrate with evidence that students have been prepared as information professionals through their curricular and non-curricular learning experiences.

The instructor for LIB 5520 Capstone will work with students during the student's final semester to help guide their progress in developing the Digital Portfolio. At the end of the student's program, faculty members will evaluate their Digital Portfolio as evidence of the student's readiness to graduate and become an information professional. A successful evaluation of a student's Digital Portfolio is a requirement for earning the master's degree. The assessment of Digital Portfolios will be based on the criteria and rubric as outlined below.

Suggested Practices
        Students will be required to develop and store their own evidences that they may possibly use for their Digital Portfolio. It is recommended that students begin saving their work products during the <u>first semester of their coursework</u> and continuously do so until the point at which they enroll in LIB 5520 Capstone (final semester). Students at App State have access to their own personal Google Drive. It is recommended that students utilize this Drive to save their work products.
        Evidences can be class assignments, skills gained from an internship, a work product from a current or previous job, something from a volunteer or recreational group of which the student is a member (e.g., you developed and maintain the digitalsite for your running club), or it can be an original piece of work that the student does to satisfy one of the learning objectives. Work products should be from the timeframe that the student was enrolled in the MLS program and should be clear that the work was completed by the individual student.
        Students are also expected to save course syllabi from every course they take while enrolled in the MLS program. The syllabi will assist students during the development of the evidence essay, as described below. **Note: Course instructors are not required to, nor are they responsible for storing student work or sharing past syllabi with students.**

MLS Program Learning Objectives (PLO's)
  ● Students will evaluate, select, use, and adapt appropriate technology to best serve patrons and solve information problems.
  ● Students will demonstrate a commitment to diversity, equity, and inclusion in library services, collections, and programming.
  ● Students will integrate and promote the principles of intellectual freedom and information access in the physical and digital design and intellectual context of the services provided in libraries.
  ● Students will collaborate with library stakeholders to create, implement, and evaluate resources, services, and programs for diverse populations.

- Students will describe the importance and impact of continued, life-long learning opportunities for themselves and the patrons they serve. They will plan, participate in, and evaluate learning opportunities such as professional development for librarians and educators as well as diverse educational programming appropriate for the needs of patrons in a variety of settings.
- Students will articulate and apply the values and ethical frameworks of the library science profession in a variety of situations and contexts.
- Students will locate, use, and synthesize scholarship, engage in critical thinking, collect and utilize data, and solve problems.
- Students will demonstrate proficient management, organizational, and communication skills. They should be able to describe and apply philosophies of leadership and advocacy.
- Students will apply core library science principles and practices, such as those related to collection development and management, organization of information, and reference sources and services.
- Students will apply sustainability practices in the administration of library operations, services, and resources.

Task

Each portfolio must consist of **four sections: introduction; evidence sections(10); resume; and career development plan**. Each section is discussed in detail below.

Introduction: There is no suggested word length for this section. Consider the audience of your introduction section to be a person(s) who is considering hiring you for a position in the information science field. Please include the following:
- Your general reflection on your time in the MLS program
- Particular highlights of your time in the MLS program
- Reflections on your professional development
- A description of your information science interest, including any specific subjects or audiences that may apply

Ten Evidence Sections: For each of the 10 program learning objectives, students will complete an evidence section. Each evidence section will feature a learning objective essay and a piece of work/evidence that demonstrates understanding of the objective. There is a 500-word minimum for each of your 10 essays with a recommended length of 500-750 words per section. Each essay will include a link to the piece of work serving as evidence (the work does not count in the 500-750 word count). Students may use the same piece of work as evidence for two (2) different program learning objectives, but no more than two (2) different program learning objectives. In the event that a student uses the same piece of work as evidence for two objectives, there should still be two distinct essays each discussing the work in the context of a single learning objective

Each evidence section (1 for each of the 10 program learning objectives) should:

1. Introduce the evidence/piece of work you have selected to demonstrate your understanding of the objective and provide a link to it. Here, you will provide context by briefly describing the coursework/work experience that was the context for developing the evidence.
2. Provide both a *description* and a *justification* for the piece of work/evidence you selected.
   - Your *description* will explain the nature of the evidence clearly. This can be as simple as providing the assignment description from the course in which the task was completed.
   - Your *justification* is the part that clearly explains how your evidence connects to the learning objective and supports your accomplishment of that learning objective.

   In your *justifications* you need to show specifically how the evidence demonstrates that you are competent in the learning objective. Please note:

   - Describing your pieces of evidence without explaining specifically WHY you selected them and HOW they justify that you are competent in this area will not be satisfactory.
   - For example, you might have a topic sentence at the beginning of one of your evidence paragraphs as follows, "The piece of evidence I will use to show my mastery of learning objective X is my internship log for LIB 5910." Then describe the relevant content of the evidence, and then make a clear and convincing argument regarding how this evidence proves that you are competent in this learning objective.
   - For group projects, please be sure you explain what your role/responsibility within the group was. *You need to be clear which parts of a particular piece of evidence were your responsibility.*

   A poor justification statement merely describes the evidence or merely repeats the text of the learning outcome. It may make claims about achieving learning outcomes without pointing to any substantiation in the evidence or elsewhere. It may attempt to combine multiple learning outcomes into one statement.

3. Reflect on the experience by contemplating how you might approach or implement similar activities in the future – the same way, differently or not at all.

   Keep in mind, reflection is the ongoing process that allows us to look at our own actions and analyze the emotions, consequences and experiences of those actions within the context of our personal situations, past knowledge, and professional growth. Information learned during coursework/work experience and the development of your justification helps to inform and improve your future practices. It answers the question, "What will I do to improve my future practice?" If I were to do this assignment today, what would I do differently? If I had to do the same kind of thing at work, would I do it differently? Did I already try it again? What happened? How does this fit into my present and/or future work?

Again, your portfolio will include 10 evidence sections/learning objective essays in total.

Career Development Plan: There is no suggested word length for this section. Students should create a detailed plan for their development goals for the five year period after they graduate from the MLS program. Students should describe in this section how they plan to keep abreast of ideas, trends, developments, and other information in their professional field after they have completed their MLS degree. Students might consider the following questions: what kind of information profession are you interested in pursuing? Which professional associations will you take part in? Which conferences will you attend? How will you develop relationships with colleagues in the larger field? What are some ways you can nurture and sustain the relationships you're already built with your fellow students and professors? Do you plan to pursue educational opportunities? Do you plan to pursue leadership opportunities? In which directions would you like to take your career?

Resume: Students will be provided with the opportunity to work with App State's Center for Excellence in Teaching and Learning for Student Success (CETLSS) to develop a professional resume to be used for this section of the portfolio.

Assignment Submission

Each student will create a digital portfolio using Google Sites. A copy of each student's portfolio will be saved and stored in TK20, the RCOE's assessment data collection system for use in current and future accreditation initiatives.

Students will be provided with guidance as to how to create a digital portfolio. A sample layout can be found [here.](#) The landing page of each portfolio should include the introduction section. The format of each student's portfolio will follow the following sequence in the left-hand side bar menu (Navigation: Side mode):

- Evidence Sections (one for each of the 10 learning objectives), each including a learning objective essay with a link to the piece of work/Evidence it features
- Career Development Plan
- Resume

Grading Criteria

The following rubric will be used by the faculty to assess and grade the student's portfolio. This course utilizes the Satisfactory/Unsatisfactory grading approach. Total scores of 12 or above are considered Satisfactory while scores of 11 or below are considered Unsatisfactory.

If, upon assessment of a student's submission, the faculty find the Digital Portfolio to be Unacceptable, the lead Capstone faculty member will meet with the student to discuss revisions to the Portfolio that need to be made in order for the faculty to consider it to be Satisfactory. The student will have an opportunity to revise and resubmit their Portfolio for re-assessment by the faculty.

Element	Unacceptable 0	Acceptable 1	Outstanding 2	Comments
Introduction to Digital Portfolio	Introduction does not include a general reflection of MLS program experiences, and/or a listing of highlights, and/or a reflection of student's professional development, and/or a description of information science interest.	Introduction includes a brief general reflection of MLS program experiences, brief listing of highlights, brief reflection of student's professional development, and a brief description of information science interest.	Introduction includes a general reflection of MLS program experiences, detailed description of highlights, insightful reflection of student's professional development, and a specific description of information science interest.	
10 pieces of work/Evidences	One evidence has not been provided for each PLO, or one evidence has been used more than twice to support the PLO's.	One evidence for each PLO has been provided, but fewer than 10 separate, distinct evidences have been provided.	One distinct, separate evidence has been provided for each of the 10 PLOs.	
Word Length of Evidence Sections	Evidence sections each contain fewer than 500 words.	Evidence sections each contain at least 500 words.	Evidence sections each contain 550-750 words.	
Introduction of Evidences	No link for each evidence has been provided and/or no description has been provided of the coursework or work experience from which the evidence stems.	A link for each evidence has been provided along with a description of the coursework or work experience from which the evidence stems.	A link for each evidence has been provided along with a description of the coursework or work experience from which the evidence stems.	
Description of Evidences	The description of evidence does not exists for each LO and/or does not make clear the nature of the	The description of evidence exists for each LO and makes clear the nature of the evidence.	The description of evidence exists for each LO and includes the description of the work from the related	

	evidence.		course syllabus or associated documentation.	
Justification of Evidences	Justification statement merely describes the evidence, or merely repeats the text of the learning outcome; and/or it may make claims about achieving learning outcomes without pointing to any substantiation in the evidence or elsewhere; and/or it may attempt to combine multiple learning outcomes into one statement.	Justification statement makes a clear and convincing argument as to why evidence was chosen and how it demonstrates competency in LO; describes specific role in group work with connections to LO.	Justification statement makes a clear and convincing argument as to why evidence was chosen and how it demonstrates competency in LO; secondary sources are utilized to support argument; describes specific role in group work with connections to LO.	
Evidence Essay Reflection	Evidence essay includes no reflection on the experience of developing the evidence, which insights were gained, and/or how that experience informs or improves their future practice.	Evidence essay includes a reflection on the experience of developing the evidence, which insights were gained, and how that experience informs or improves their future practice.	Evidence essay includes a reflection on the experience of developing the evidence, which insights were gained, and answers the questions: "What will I do to improve my future practice?" If I were to do this assignment today, what would I do differently? If I had to do the same kind of thing at work, would I do it differently? Did I already try it again?	

			What happened? How does this fit into my present and/or future work?	
Career Development Plan	Career development plan does not span five years and/or does not include specific steps the student will take after graduation to keep abreast of new ideas and trends.	Career development plan spans five years and includes specific steps the student will take after graduation to keep abreast of new ideas and trends as well as new professional directions they may explore.	Career development plan spans ten years and includes specific steps the student will take after graduation to keep abreast of new ideas and trends as well as new professional directions they may explore.	
Resume	No resume is included in Digital Portfolio.	Basic resume is included in Digital Portfolio.	Extensive resume is included in Digital Portfolio.	
Effectively Communicate Relevant Ideas	Digital Portfolio lacks organization, does not clearly communicate ideas, or does not convey proper spelling or grammar.	Digital Portfolio adequately communicates ideas and conveys proper spelling and grammar.	Digital Portfolio appears polished and communicates ideas clearly and effectively along with conveying proper spelling and grammar.	
Includes Citations in APA style	Digital Portfolio Includes few to no citations	Digital Portfolio includes incomplete citations or citations in style other than APA	Digital Portfolio includes complete and correct citations in APA format for all references and materials	

Elements Adhere to Copyright Law and Fair Use	Digital Portfolio demonstrates lack of application of appropriate copyright guidelines or fails to include the use of open-source materials	Digital Portfolio demonstrates application of appropriate copyright guidelines and use of open- source materials	Digital Portfolio demonstrates application of appropriate copyright guidelines and use of open- source materials, including images	
				Total Score:

Policies

For those Library Science courses lasting five weeks, 10 points will be deducted from a student's grade for every class session missed.

Late Work

Unless discussed in advance, late work will be accepted with the following percentage reductions to the earned grade:

1st day late - 25% reduction
2nd day late - 50% reduction
3rd day late - 75% reduction

Statement on Inclusivity

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by our differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, veteran status, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. This core commitment shapes a core expectation for behavior inside and outside of the classroom.

Public Sharing of Course Materials

All course materials, including video, may be subject to intellectual property protections under applicable law and regulation and are for the sole use of students enrolled in this class. Students do not have permission to copy or record materials except for personal use in the context of this class, and students do not have permission to share any class materials, including videos, in any manner on any platform, without the prior express permission of the faculty member teaching this course.

Appalachian State University's Policies:

Academic Integrity Code

 I. Introduction

Appalachian State University's Academic Integrity Code is designed to create an atmosphere of trust, respect, fairness, honesty, and responsibility. The Academic Integrity Code outlines "user-friendly" procedures and mechanisms for resolving alleged violations of academic integrity. The Academic Integrity Code is the result of cooperation among Appalachian's faculty, students, and administrators, and promotes a campus dialogue about academic integrity. All members of the Appalachian State University community are responsible for promoting an ethical learning environment.

II. The Academic Integrity Code

Students attending Appalachian State University agree to abide by the following Code:

- Students will not lie, cheat, or steal to gain academic advantage.
- Students will oppose every instance of academic dishonesty.

Students shall agree to abide by the Academic Integrity Code when submitting the admission application.

Printable PDF of the Complete Academic Code available on the Academic Integrity site

Disability Resources

Appalachian State University is committed to providing an inclusive experience, accessible learning environments and equal opportunity to individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals needing reasonable accommodations should contact the Office of Disability Resources (828.262.3056 or odr.appstate.edu).

Attendance Policy

OP 2.3.5 Attendance and Absence Policies

OP 2.3.5.1 General Attendance Policy. Students are expected to attend every meeting of their classes and are responsible for any work missed in accordance with the instructor's stated expectations on the course syllabus.

OP 2.3.5.2 Absences Due to Religious Observance. Instructors are required to make reasonable accommodations for students requesting to miss up to two (2) classes due to the observance of religious holidays. These absences will be excused, without penalty to the student, provided that the student has informed the instructor in the manner specified in the syllabus.

OP 2.3.5.3 Student Absences and Loss of Seat in a Course. A department may drop a student from a course if that student does not attend one of the first two (2) meetings of a class (or, the first meeting of any class that meets only one time per week). Further, if a student does not regularly attend a course, the instructor may request an administrative withdrawal grade to be assigned through the Registrar's Office.

OP 2.3.5.4 Class Attendance and Final Grades. Instructors may include class attendance as a criterion in determining a student's final grade in the course if students are informed of the class attendance policy and the impact of attendance on the final grade in the class syllabus.

OP 2.3.5.5 Student Health Services & Absences. Students will receive an automatic notification that they were seen in the M.S. Shook Student Health Service. Privacy regulations prohibit release of any information without the student's permission. The student, however, may share their health information including that they were seen, along with the automatic notification. The Student Health Service works with the Office of the Dean of Students for longer term medical absences (see OP 2.3.3.7).

OP 2.3.5.6 University-Sponsored Activity Absences. A student who expects to miss one or more class meetings because of participation in a University-sponsored activity must: 1. notify the instructor in advance of any absence and provide any official documentation requested by the instructor; 2. complete all work missed in advance or complete any compensatory assignment that may be required by the instructor; 3. maintain satisfactory progress in the course, including satisfactory attendance in the class if so required. In the event that a student anticipates that participation in a University sponsored activity will require missing more classes than the course policies permit, the student is required to discuss this matter with the instructor at the beginning of the term to determine if all required assignments can be completed successfully. If the above responsibilities are met, it is expected that the instructor will work with the student, when possible, to complete course work in whatever manner the instructor deems appropriate.

OP 2.3.5.7 Emergency Absences. When a student is unable to attend class due to hospitalization, death in the family, or other extenuating circumstances (as listed on this page), the student or the student's parents may contact the Dean of Students Office via this link to request that instructors be notified. This notification does not serve as an official excuse for class absence as only the instructor can make this determination.

Printable PDF of the Academic Affairs Standard Operational Procedure - Chapter 2: Instructional Related Protocols

Statement on Student Engagement with Courses

In its mission statement, Appalachian State University aims at "providing undergraduate students a rigorous liberal education that emphasizes transferable skills and preparation for professional careers" as well as "maintaining a faculty whose members serve as excellent teachers and scholarly mentors for their students." Such rigor means that the foremost activity of Appalachian students is an intense engagement with their courses. In practical terms, students should expect to spend two to three hours of studying for every hour of class time. Hence, a fifteen-hour academic load might reasonably require between 30 and 45 hours per week of out-of-class work.

Printable PDF of the Statement on Student Engagement with Courses (PDF, 48 KB)