Mansfield University  
Academic Affairs Committee  
Application for Online Course Approval

Course Prefix/Number: __LSC 5516______ Course Title: Collection and Information Access

Date: 9/13/2013 ______ Submitted by: __Debra E. Kachel__________

Sponsoring Department: __School Library & Information Technologies___________________

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description; (See Attachment)
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following: (See Text Following Signatures)
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: __Cynthia A. Kelle, Chair____ Date: __9/30/2013____
Chairperson, AAC: ______________________________ Date: ________________
Dean of Record: _______________________________ Date: ________________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.
Catalog Description

LSC 5516 Collection and Information Access will prepare students with the knowledge, skills, and resources to develop a 21st century school library collection that integrates traditional print resources with digital content to meet the diverse curricular and professional needs of students and teachers. Ownership versus access will be a reoccurring concept as various types and formats of resources are studied, including books and periodicals, licensed electronic databases and ebooks, and websites and web-based teaching tools. A collection development process involving assessment, selection, weeding, acquisitions/budgeting, and evaluation will be applied. Technologies, including portable devices, and creating web-page portals required to access ebooks and other web-based resources will be integrated into the course.

Narrative

The course will be designed and delivered in the Desire2Learn courseware. The Content area is organized by a Welcome module and 10 (mostly weekly) modules of topics related to school library collections and resource provision. The Welcome module will contain information about the instructor and the course, how to use various resources such as e-reserves and library databases, the course syllabus, and a chart of assignment due dates. Student forms are also included in the welcome module—a student profile template that is posted for all students to get to know each other, a Group Work Preferences Profile, and an optional Group Participation Rating Form. Each student completes the Group Work Preferences Profile to assist the instructor in assigning students to pairs and small groups. There are two paired assignments and one small group assignment since building collections in collaboration with colleagues and others is a hallmark of school librarianship. Although one grade is earned by all members of a group assignment, there is a separate and individual grade given for each person’s collaboration and participation in the group. The Group Participation Rating Form can be used by group members to optionally and privately provide the instructor with additional insights into the group dynamics.

For each module, the Content area will be populated with the instructor’s introduction or overview of the topic, the course readings from the textbook and current journal articles and websites, and the student learning outcomes aligned with ALA/AASL Standards, the PDE Library Science Standards, and the ISTE NETS for Teachers Standards. A separate file will be in the Content area that provides directions for the module’s assignment which includes with a qualitative assessment/grading rubric. Another file of comments or notes is included for most modules to assist in the completion of the assignment.
In the first module, the Discussion area will also allow students and the instructor to post their profiles and “meet and greet” each other. Scheduled “office hours” will be held in either Blackboard Collaborate or Google Hangouts throughout the course, particularly when students have questions on various assignments. The audio and video features of this tool enable more open and frequent conversations among students and the instructor, aiding in student success. The Discussion area of D2L will also be used as an FAQ area for each module so that candidates may further clarify module content and assignment directions with the instructor and share with others in the class. The Discussion area allows the questions and answers to be posted for everyone in the class. The Discussion area and Blackboard Collaborate or a web-based collaboration tool outside the D2L, such as Google Docs, will be used for collaboration of paired or group assignments. Archived sessions will be used by the instructor to evaluate group dynamics and each individual’s level of participation. This also allows the instructor to work with specific groups as needed.

In addition to D2L tools, students will use interactive, third-party web-based tools and social media as part of their authentic learning experiences to create and share class projects. These include, but are not limited to, tools to create infographics (Easel.ly, Picktochart, etc.), tools to create web sites (LiveBinders, Edcanvas/Blendspace, etc.), and bookmarking tools (Delicious, Diigo, etc.). LibGuides will be created in the paired assignment to display books, databases, and websites related to the collection assessment project and to promote the selected resources with students and teachers. Technology skills will be demonstrated throughout the course and have been added to most assignments in this redesigned course so that they can be assessed.

Field experiences are required in this course since students need to examine and evaluate part of an existing school library collection as a course requirement. The site of the field work for the collection assessment project (Mods 3 and 4) must be preapproved by the instructor. Criteria include 1) a professional school librarian manages the collection, 2) library utilizes an automated circulation and online catalog system capable of printing collection reports that the student is required to interpret, 3) the curricular section of the collection to be examined must include print and electronic/digital resources within 1500 to 500 items, and 4) appropriate clearances and permissions to be in the school are filed and granted. In addition, the student will need access to a school (which could be the one in which she/he works) to complete the Mod 5 assignment. This is a professional development activity in which the student will teach a group of classroom teachers how to use a web-based vendor product to select resources for their students by grade level, interest level, reading level, and by academic standards.

Excellent speaking and writing skills, as well as evaluation and analysis skills, are obviously required to successfully participate in this distance education course. The field experiences and paired and small group work require good communication skills and dispositions appropriate for teachers. Students will also need to research and prepare several professional, written documents,
including a section of a collection development policy and a summary profile of a school, it students and their reading and writing test scores, and the school’s curriculum and needs for teaching and learning resources.

A separate content piece is written for each of the 10 mod assignments that includes a purpose statement, the alignment of the assignment to the ALA/AASL, PDE and ISTE Standards, the Student Learning Outcome, clear directions, and a grading rubric. Students will be encouraged to self-assess their work based on the qualitative grading rubric before they submit the assignment for grading by the instructor. D2L’s Turnitin originality checking software will be set up for several assignments to deter plagiarism. While collaboration and sharing is a basic skill among librarians, it will be made clear in assignment directions when grades are based on original and individual work.

**Topical Outline**

LSC 5516 Collection and Information Access will emphasize the following topics through course readings and viewings, online class discussions, individual, paired, and group assignments to include: an interview of a public or academic librarian; a school and student profile summary; an interpretation of an automated collection report; a collection assessment project and three-year plan; bookmark site of web selection tools; teacher professional development lesson; LibGuide digital curation project; a web portal for reference resources; an infographic to present a budget request; preparation of a vendor order on a spreadsheet; group forum discussion on “bring your own device;” and development of parts of a written collection development policy.

I. Role of Libraries and their Collections (1 week)
   A. Different types of libraries (public, academic, special)
   B. Purpose of collections in school libraries
   C. Physical and owned resources vs. web-accessed resources
   D. Balancing purchased, licensed, and free resources
   E. Organization and access of school library resources
   Assignment: Interview a public or academic librarian on collections and resource sharing (Turnitin checking)

II. Needs Assessment of Students and Teachers (1 week)
   A. Sources for learning about the school and district
   B. Student demographics and accessing and interpreting standardized reading and writing test data
   C. Understanding the needs of teachers to teach
   D. Relating library collections and the curriculum and academic standards
Assignment: Summary profile of an actual school, its students and teachers (Turnitin checking)

III. Collection Data and Use (2 weeks)
   A. Collection assessment techniques- user-centered
   B. Collection assessment techniques- collection-centered
   C. Manual techniques
   D. Interpreting data
   Assignment/Field Experience: Upload MARC records, print a report, write an interpretation of findings for a school library collection

IV. Collection Assessment (3 weeks)
   A. Selecting methodologies
   B. Physically inspecting collections
   C. Evaluating access and needs of disabled students
   D. Determining needs
   Assignment/Field Experience- Part 1 Methodologies Defined; Part 2 Data Collection Chart; Part 3 Collection Analysis & Plan

V. Selection Tools (1 week)
   A. Standard print tools
   B. Review journals- library and other curricular areas
   C. Web review sites and databases
   D. Tools to locate resources for students with disabilities and ELLs
   E. Selection policies and criteria
   Assignment/Field Experience – Part Annotated & Bookmarked Selection Tools; Part 2 Professional Development for Teachers: Vendor Collection Development Site (may be completed up to the final week) (Turnitin checking)

VI. Web Access & Licensed Content (2 weeks)
   A. The 24/7 school library
   B. Vendors and online periodical databases
   C. e-Book collections
   D. Digital curation
   Assignment: Small Group - Selection, annotation, and presentation of resources in LibGuides (as identified in the Mod 5 collection assessment project)

VII. Reference Resources (2 weeks)
   A. Print
   B. Online licensed products
   C. Public Internet resources
   D. Determining need and monitoring use
Assignment: Paired - Digital Reference Portal

VIII. Budgeting & Acquisitions (1 week)
   A. Working with vendors
   B. Purchase and license planning
   C. Hidden costs
   C. Working with the Technology Department
   D. Making budget requests
   Assignment: Budget request infographic and vendor spreadsheet

IX. Equal Access & Information Technologies (1 week)
   A. Providing equal access for all students
   B. Lending computing devices
   C. Mobile devises and school policies
   D. Policy issues for “bring your own device”
   Assignment: Group Discussion/Forums - Policies and procedures for mobile devices

X. Collection Development Policies (1 week)
   A. Necessity for policies
   B. Policy vs. procedure
   C. Sources for policy development
   Assignment: Paired - Written section for a collection development policy (Turnitin checking)

Evaluative Techniques (Student Learning Outcomes)
The following student learning outcomes will be evaluated with qualitative grading rubrics defining several performance levels.

1. Articulate the role, mission, and the purposes of the school library collection in relationship to other types of libraries in reflection essay after engaging in an interview with a public or academic librarian to potentially strengthen networking and resource sharing. (MOD 1 ALA/AASL 4.1; PDE IIIC)

2. Gather, interpret, and summarize school profile information, student demographics, student reading and writing tests scores, and curriculum resources from online and print resources to assess the student and curricular needs for a school to inform the collection development process. (MOD 2 ALA/AASL 1.1, 3.4, 5.4; PDE IID; ISTE NETS for Teachers 3a)

3. Produce a collection assessment executive summary report after uploading MARC catalog records, producing a collection development report, and interpreting the data from an actual school library collection (MOD 3 ALA/AASL 3.4, 5.1; PDE IB, IC; ISTE NETS for Teachers 3a, 3d) Field Experience

4A. Apply strategies utilizing both automated collection and circulation/usage reports and visual inspection for assessing a section of an existing library collection. (MOD 4 ALA/AASL 2.3, 3.4, 5.1, 5.3, 5.4; PDE IB, IC, IID) Field Experience
4B. Based on data collected data, develop a three-year collection management plan that includes collection growth predictors, a weeding plan, and an acquisitions plan. (MOD 4 ALA/AASL 2.3, 3.4, 5.1, 5.3, 5.4; PDE IB, IC, IID) Field Experience

5A. Select and use appropriate, professional selection tools, including tools to locate resources for cultural and ethnic diversity, English Language Learners, and students with disabilities, such as the visually impaired in order to develop a library collection to meet the needs of all learners. (MOD 5 ALA/AASL 2.3, 5.1; PDE IB, IID; ISTE NETS for Teachers 3a, 3d)

5B. Teach colleagues and/or classroom teachers to use an automated selection tool to locate resources that match curricular, academic standards, and specified reading levels to collaboratively plan acquisitions to meet school and student needs. (MOD 5 ALA/AASL 1.3, 2.3, 3.1, 5.4; PDE IB, IID, IIIC; ISTE NETS for Teachers 3a, 3d, 5b) Field Experience

6. Evaluate, select, and digitally present new resources with annotations and review sources that improve a curricular area of the collection, meeting budget constraints and the identified needs of students and teachers. (MOD 6 ALA/AASL 2.3, 3.2, 3.3, 5.1, 5.3; PDE IC, IID; ISTE NETS for Teachers 3a, 3c, 3d, 4b)

7. Demonstrate selection, evaluation, and technology skills by creating a digital portal of “curated” reference books, databases, and Internet web sites and tools on a selected topic for a specific grade-level range. (ALA/AASL 2.3, 3.2, 3.3, 5.1; PDE IB, IC, IID; ISTE NETS for Teachers 3a, 3c, 3d, 4b)

8A. Create an infographic visual of a budget request to support acquisitions for a specific area of a library collection, using collection, student, and curricular needs assessment data. (Mod 8 ALA/AASL.2, 3.3, 3.4, 4.3, 5.1, 5.4; PDE IB, IC; ISTE NETS for Teachers 3a, 3c)

8B. Prepare an itemized spreadsheet of acquisitions for a selected library vendor, applying best practices related to planning, budgeting, and evaluating library resources. (MOD 8 ALA/AASL 5.1, 5.3; PDE IC, IID; ISTE NETS for Teachers 3a, 3c, 3d, 4b)

9. Research best practices and collaborate with other librarians to identify strategies and policies to manage the use of mobile computing devices and licensing e-books in the library as they relate to recreational reading and locating and using information resources. (Mod 9 ALA/AASL 3.2, 3.3, 4.1, 5.1, 5.2, 5.3; PDE IB, IC, IIC, IIIC; ISTE NETS for Teachers 2b, 3a, 3b, 3d, 4a, 5a, 5b, 5c, 5d)

10. Update or write a section of a collection development policy, including selection and deselection criteria, to meet the diverse curricular, personal, and professional needs of students and teachers in a specific school setting. (Mod 10 ALA/AASL 3.2, 5.1, 5.2, 5.3; PDE IIIC; ISTE NETS for Teachers 4b)