School Library and Information Technologies
LSC 5516 Collection and Information Access
Three Graduate Credits
Spring 2014

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Email is checked frequently
Email: dkachel@mansfield.edu

Course Prerequisites: None
Offered online through Desire2Learn courseware

Required Texts


Required Course Readings
Sections of the required text and journal articles listed as required readings are located within each course module. To locate and research for journal articles or to locate reviews, search the electronic School Library & Information Technologies databases, using the 18-digit library barcode number you have been assigned. Other resources will be directly linked to their websites.

Course Description and Topics
Students will learn to apply a process for developing a school library collection that includes print and digital resources to meet the diverse curricular and professional needs of students and teachers engaged in 21st century learning and teaching. Ownership versus access will be a reoccurring concept through the course as various types and formats of resources, including traditional print resources, licensed electronic databases and ebooks, and freely-accessed websites and teaching tools are presented. Students will learn the background knowledge, skills, and resources to implement a collection development process that includes:
- Needs Assessment of students, teachers, and the curriculum
- Collection Assessment of existing resources
- Collection Planning including weeding or deselection
- Selection and Acquisitions
- Access and Curation to promote ethical and responsible use of resources

Technologies, including portable devices, required to access ebooks and other web-based resources will be discussed. Several assignments will require access to a school library collection in order to evaluate an existing collection and develop a multi-year collection
plan. Based on the plan, students will apply selection criteria to locate and present (or “curate”) print and digital resources to meet identified needs. Students will also rethink and write collection management policies in light of school library collections that reflect not just what is physically owned, but also what can be accessed through technologies.

**Student Learning Outcomes**

Upon completion of this course, students will be able to do the following:

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 test 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, IIC; 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. (Mod 7 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, 4.3, 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)

Student Expectations
- Read required selections from texts, readings, and websites.
- Submit assignments on the due date in the appropriate DropBox in the courseware.
- Be intellectually honest. Plagiarism will be dealt with according the Mansfield University’s policy.
- Check your Mansfield email account daily. Maintain professionalism and respect for others in email and discussion area communications.
- Participate actively and equally in group assignments.
- Regularly check the course announcements for alerts and updates from the instructor.
- Respond to emails from the instructor as soon as possible.
- Cite resources using Modern Language Association (MLA) format from the latest edition.
- Locate and receive permissions and pre-approvals to complete designated assignments in actual school library that meets specified criteria (details below in the Field Experiences section).

Faculty Expectations
- Instructor to be available during office hours listed above.
- Instructor to be non-discriminatory and all students will be treated equally.
- Assignments will be graded in a timely manner.
- Assignments to be professional and scholarly, not busy work.
• Instructor will participate in forum discussions and respond in a timely fashion to questions and other emails.

Field Experiences
In Mods 3, 4, and 5, you will need to work in a local school library which may be the one in the school in which you work. Mansfield University requires you to have filed documentation that you have met all Pennsylvania Dept. of Education mandated clearances to enter a school building. This requirement must be met regardless of whether you are already employed as a teacher or school librarian or if you work in Pennsylvania or out-of-state. Complete details and procedures can be found at http://sl-it.mansfield.edu/current-students/clearances.cfm. No assignments will be graded until this paperwork is on file.

The setting in which you complete the field experiences for Mods 3 and 4 must be pre-approved by the instructor and meet certain criteria to ensure that the setting has the technological infrastructure to engage in an automated collection analysis project. The student will be responsible for locating and getting permission to work in the chosen school library setting.

Course Schedule and Due Dates

<table>
<thead>
<tr>
<th>Mod</th>
<th>Topic</th>
<th>Assignment</th>
<th>Weeks</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Role of Libraries &amp; their Collections</td>
<td>Networking with Other Types of Librarians ALA/AASL 4.1; PDE IIIC</td>
<td>1 week</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Needs Assessment of Students and Teachers</td>
<td>Student and School Needs Assessment Report ALA/AASL 1.1, 3.4, 5.4; PDE IID; ISTE NETS for Teachers 3a</td>
<td>1 week</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Collection Data &amp; Use</td>
<td>Collection Assessment Executive Summary ALA/AASL 3.4, 5.1; PDE IB, IC; ISTE NETS for Teachers 3a, 3d Field Experience Site of Field Experience must be approved.</td>
<td>2 weeks</td>
<td>100</td>
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<tr>
<td>4</td>
<td>Collection Assessment</td>
<td>Collection Assessment Project (3 parts) - Methodologies Applied; Data Collection; Collection Analysis &amp; Plan ALA/AASL 2.3, 3.4, 5.1, 5.3, 5.4; PDE IB, IC, IID) Field Experience</td>
<td>3 weeks</td>
<td>300</td>
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<tr>
<td>5</td>
<td>Selection Criteria &amp; Tools</td>
<td>Selection Tools (2 parts) – Annotated &amp; Bookmarked Selection Tools; Professional Development for Teachers: Vendor Collection Development Site (may be completed up to the final week) ALA/AASL 1.3, 2.3, 3.1, 5.1, 5.4; PDE IB, IID, IIIC; ISTE NETS for Teachers 3a, 3d, 5b Field Experience</td>
<td>1 week</td>
<td>150</td>
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<tr>
<td></td>
<td>Section</td>
<td>Activity Description</td>
<td>Credits</td>
<td>Points</td>
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<tr>
<td>6</td>
<td>Web Access &amp; Licensed Content</td>
<td>Group Work: Selection &amp; Presentation Project in LibGuides</td>
<td>2 weeks</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALA/AASL 2.3, 3.2, 3.3, 5.1, 5.3; PDE IC, IID; ISTE NETS for Teachers 3a, 3c, 3d, 4b</td>
<td></td>
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<tr>
<td>7</td>
<td>Reference Resources</td>
<td>Paired Assignment: Digital Reference Portal</td>
<td>2 weeks</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALA/AASL 2.3, 3.2, 3.3, 5.1; PDE IB, IC, IID; ISTE NETS for Teachers 3a, 3c, 3d, 4b</td>
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<td></td>
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<tr>
<td>8</td>
<td>Budgeting &amp; Acquisitions</td>
<td>Budget Request Infographic with Vendor Spreadsheet</td>
<td>1 week</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALA/AASL 2, 3.3, 4.3, 5.1, 5.3, 5.4; PDE IB, IC, IID; ISTE NETS for Teachers 3a, 3c, 3d, 4b</td>
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<td></td>
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<tr>
<td>9</td>
<td>Equal Access &amp; Information</td>
<td>Group Discussion: Policies and Procedures for Mobile Devices</td>
<td>1 week</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Technologies</td>
<td>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</td>
<td></td>
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<tr>
<td>10</td>
<td>Collection Development Policy</td>
<td>Paired Assignment: Collection Development Policy Writing</td>
<td>1 week</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALA/AASL 3.2, 5.1, 5.2, 5.3; PDE IIC; ISTE NETS for Teachers 4b</td>
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<td></td>
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<tr>
<td></td>
<td>TOTAL POINTS</td>
<td></td>
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<td>1300</td>
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**Grading Scale**

The following chart is Mansfield University's four-point grading system policy. Please note that to become a certified school librarian in Pennsylvania, you must graduate with a 3.0 GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-95</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>94-90</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
<td>1.7</td>
</tr>
</tbody>
</table>
Grading Practices
Assignments are graded on how well the student demonstrates an understanding of the concepts examined in the course. All students are expected to participate actively and substantively in online discussions and in group and partner work. All students are expected to write at a graduate level and follow MLA citation format. Students needing further explanation on any assignment should contact the instructor immediately.

Students are expected to turn in all work on or before the due date. Though instructors are sympathetic to the needs of adult learners, students are responsible for contacting the instructor as soon as possible concerning events that may impact course requirements and deadlines. Since assignments often build on previous course activities, late assignments will be marked down one grade letter and will not be accepted after one full week from the due date. Instructors will handle chronically late submissions of assignments on an individual basis.

Instructors will grade student work according to the scoring rubrics/checklists provided with every assignment. Students may request one resubmission of an assignment in each course. If the instructor agrees s/he will then set a new due date, and average the grade of the resubmitted assignment with the first attempt.

The Academic Dismissal Policy in the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0. Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

Academic Integrity
Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source, following the citation format of the *MLA Handbook for Writers of Research Papers*. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an F for the course and/or the filing of academic dishonesty charges with the Provost’s office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Does Not Count for Graduation</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>D+</td>
<td>69-67</td>
<td>Does Not Count for Graduation</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
<td>Does Not Count for Graduation</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
<td>Does Not Count for Graduation</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>59-</td>
<td>Does Not Count for Graduation</td>
<td>0.0</td>
</tr>
</tbody>
</table>
situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student’s intent.

Additional information concerning academic dishonesty can be found in the Graduate Bulletin, which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty and the SL&IT Student Online Handbook, which outlines student options for defending against dishonesty charges. The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources: http://library.acadiau.ca/tutorials/plagiarism/

**Student Participation in Course**
Although online courses may indicate self-paced study, the School Library &Information Technologies courses include group work and field experiences that require students to progress through the course modules according to a posted schedule. To read the policy on student absences from courses, please refer to the SL&IT Online Student Handbook at http://library.mansfield.edu/handbook.pdf

**Attendance Policy**
Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. http://catalog.mansfield.edu/content

**Student Portfolios**
Attention must be made to developing and collecting appropriate portfolio documents. Students in this course prepare a 3-year collection development that would make an excellent piece to add to a portfolio.

**Student Consumer Rights and Responsibilities**
The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitability. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: http://mansfield.edu/HEA/

**Copyright**
The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be
afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright

Students Requesting Academic and/or Access Accommodations
Any student with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with AHD in our Counseling Center (144 South Hall, Phone (570) 662-4824) to provide me with an appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, AHD office will work with us to identify and implement appropriate interventions.
Disability Home Page: http://mansfield.edu/ssd/
Counseling Home Page: http://mansfield.edu/counseling-center/

MU Teacher Education Unit
Conceptual Framework

The goal of "reflective decision-making" is the guiding concept in the framework of the Mansfield University Teacher Education Program. As reflective decision-makers, graduates of our program will be able to provide effective instruction to their students and use their skills in assessment, reflection, and self-evaluation to make positive changes in their own teaching and curricula. To become reflective decision-makers, students must develop and engage thinking skills (Elder, 2010) and positive dispositions (Danielson 2007; Wright, 2002), the two central elements that form the core of the conceptual framework.

These elements also serve to strengthen four essential functions in teaching, as presented by Charlotte Danielson (2007): Planning and Preparation, Classroom Environment, Instruction, and Professionalism. The materials used to create this framework are developmentally appropriate teaching and learning, diversity, and technology. The use of these materials ensures that students are the focus, that their current needs, strengths, and differences are being considered, and that their future success is the intended outcome as the faculty plan how best to prepare them.

Teacher candidates gain knowledge and skills relevant to each domain as they progress through the program, with each course and field experience designed to cultivate their thinking skills and positive dispositions in the larger context of reflective decision-making. Advanced teacher education programs continue the focus on reflective decision-making to prepare graduates with the knowledge, skills, and dispositions to be effective teachers and dynamic leaders. The graduate programs are guided by state, national, and international
standards. Through coursework, reflection, fieldwork, and internships or practicums, advanced teacher education graduates successfully demonstrate the competencies and standards identified by various professional associations.

Works Cited:


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