LME 502: Collection Management for School Librarians: Fall 2014 Syllabus

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Contact Information: Phone: Office: 270.745.5562 Email: Barbara.fiehn@wku.edu
Office Hours: Face-to-face, SKYPE, phone, or email office hours can be arranged to suit student schedules. I have posted general office hours in the Instructor Info folder on Blackboard.

Calendar

Course weekly calendar is available in Black Board

Textbooks and Resources

Required Textbooks:
(Constructivist approach)
(Comprehensive resource.)


Ebook version is less expensive Kindle platform,
http://www.amazon.com/Protecting-Intellectual-Freedom-PrivacyLibrary/dp/1610691385/ref=sr_1_1?s=books&ie=UTF8&qid=1382983840&sr=1-1&keywords=protecting+intellectual+freedom $44.00

This book is also used in LME 501, 502, 527, 518

Texts may be purchased through the WKU Bookstore: http://www.wku.edu/wkustore/ or through other textbook vendors. Textbooks purchased must be the specified edition.

Important Resources for School Librarians:

All students enrolled in this course must become familiar with the following

Kentucky Core Academic Standards: www.education.ky.gov/users/otl/POS/POS%20with%20CCS%20for%20public%20review.pdf


Additional required readings are posted to Blackboard

Course Description

LME 502: Collection Management for School Librarians will explore the current topics, problems and mechanics of developing and administrating a School Media Center or, to a lesser extent, a small or medium sized Public Library. The course will deal with the practical applications and resources surrounding the planning, policy development, community relations, selection, acquisition, and evaluation of the modern school media center or small to medium sized public library.

(3 graduate credit hours)

Objectives and Standards

Objectives:

To correspond with the Library Media program mission, students will:

1) Identify professional practices of school library media specialists in the components of collection management for K-12 schools.
2) Practice professional standards and dispositions of teacher-librarians in the management of school library media collections.
3) Become informed and sensitive to the needs of a diverse school and community population, and plan collection management responsibilities accordingly.
4) Develop collection management skills appropriate to a diverse, collaborative, and professional school library media center, to serve the students, teachers, and community.

Kentucky Teacher Standards

Standard 1 – Demonstrates Applied Content Knowledge
Standard 3 – Creates and Maintains Learning Climate
Standard 8 – Collaborates with Parents/Colleagues/Others
Standard 9 – Evaluates Teaching and Implements Professional Development

AASL Standards

1.1 Knowledge of learners and learning
1.3 Instructional partner
2.1 Literature
2.3 Respect for diversity
3.4 Research and knowledge creation
4.1 Networking with the library community
4.2 Professional development
5.1 Collections
5.3 Personnel, Funding, and Facilities
Academic Policies

Student Disability Services:

“In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. Call 270-745-5004; Web: http://www.wku.edu/Dept/Support/AcadAffairs/SDS/sds.htm

“Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

WKU Statement on Original Work and Plagiarism:

Original Work: All assignments for this class must be your original work, not “borrowed” from other sources. That is known as plagiarism. If you use an article, a book, a video, or any other resource, it must be cited on your paper, using appropriate APA Style (5th edition).

WKU Student Handbook:

“To represent written work taken from another source as one’s own is plagiarism. One must give any author credit for source material borrowed from him. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.”

Please read the following to avoid WKU Academic Offenses, which will result in the student receiving a failing grade: www.wku.edu/teaching/booklets/cheating.htm#3.

Note: For the purposes of this course, to lift material verbatim or to paraphrase from a source and then simply to cite that source is unacceptable. Plagiarism will result in a score of zero (0) or “F” for that assignment. Papers submitted for this course may be checked using plagiarism detection software.

LME 502 “House Rules”:

- Dispositions: Responsible, professional individual participation is essential in all class interactions.
- Groups: Group members are responsible for responding quickly to their classmates.
- Due dates: See Course Requirements and Schedule, pages 9-10. No Late Assignments accepted without instructor permission.
- Students will have the opportunity to correct assignments that did not meet requirements as stated in the Assignment instructions.
- EPS: All students must upload final versions the CDP 2 to the EPS per instructions. No final grades will be given until the Critical Performance has been posted.
- Keep up: We have a great deal of collection management material to cover. Getting behind will cause problems with completing assignments.
Pay attention to detail: Please read the course materials carefully and follow each module and assignment instructions with attention to detail.

Questions: Post any course-related questions to the Discussion Board Q & A or email me directly: Barbara.fiehn@wku.edu

Academic Honesty: Students are bound by the WKU Student Handbook. See especially, p. 31-32, Academic Honesty, Plagiarism, Cheating.

**Critical Performance Indicator: Original Collection Development Policy (CDP 2)**

Criteria for Critical Performance Indicator (CPI) Assignment: Requirements for the School Library Media Collection Development Policy (CDP 2) are stated at the end of this Syllabus. The criteria are also located in the College of Education and Behavioral Sciences’ Electronic Portfolio System (EPS; login required for access): [edtech2.wku.edu/portfolio/](http://edtech2.wku.edu/portfolio/)

Successful completion and uploading of the CPI into the EPS is required for a passing grade in LME 502.

Kentucky Education Professional Standards Board themes addressed by the LME 502 CPI or other LME 502 assignments:

_X_Diversity ___ Assessment _X_Literacy ___ Closing Achievement Gap

**Note:** For the ABCCD Assignment, please use Kentucky Core Academic Standards.

**Major Teaching Methods and Expectations for Online Learning:**

LME 502 is an online web course, using WKU’s Blackboard course management system, with additional print, and online resources. Online learning requires self-discipline and motivation. Our main methods of learning are exchange of ideas, sharing of resources, and guidance from the instructor, using a variety of resources. Blackboard folders contain essential information for LME 502, and students are expected to become familiar with the material posted and to explore the subject individually.

Formats include Microsoft Word or PowerPoint Presentation files, and may include other multimedia, as appropriate.

Students do independent research and writing, group projects, and a library Field Experience (10 hours). The Critical Performance Indicator is an original Collection Development Policy.

**Students are required to use WKU Libraries’ online resources for course research.**


**Coursework for LME 502:**
Basic information about LME 502 coursework is presented here. Please see Blackboard folders for more detailed information. Consistent participation in LME 502 is required for a passing grade.

Readings: Readings are assigned from our textbooks and brief articles in professional library journals. Use readings to inform your Discussion Board posts and Assignments. You are encouraged and expected to contribute your experiences and ideas on topics.

Assignments, Discussion Boards, Blogs, & Wikis (Oh, my!):

Please see the Course Requirements & Schedule below for details on all required coursework. Additional information is available in our Blackboard folders and in the Discussion Boards.

Discussion Boards: Discussion Board (DB) participation is mandatory. Students are expected to engage in meaningful discussion and to thoughtfully research and respond to instructor prompts for each DB topic. One substantive message post per DB topic is required; in addition, each student should respond thoughtfully to two of their classmates’ message posts for each DB topic, to facilitate class interaction.

DB Topics include, but are not limited to: library budgeting; collaboration; policies; collection evaluation; and discussion of professional readings topics.

Grading/Evaluation: Students will be expected to participate fully in the required discussion boards, turn in complete assignments on time, and work collaboratively with their classmates and instructor. Discussion Boards and assigned projects and papers form the basis for grading and evaluation. Most assignments and discussion board topics have a scoring checklist or grading rubric posted. Textbook and additional readings are required for LME 502. The DBs count as attendance, participation and a check on content understanding.

Penalties: The instructor reserves the right to assess penalties for certain infractions. Extenuating circumstances will be considered on a case-by-case basis with prior notification to the instructor. Please note the following:

Late Assignments: May be assessed at a penalty for late assignments.

Failure to Follow Instructions (FFI): Up to 5 points may be deducted for each incidence of FFI if files are not named and saved correctly or if stated instructions are not adhered to.

Professional Disposition: Lack of Professionalism (LP): 10 points. Failure to work collaboratively in a timely manner with classmates or by not responding in a timely manner to coursework and correspondence is considered lack of professionalism.

Assignment grading is on a 250-point scale. Letter grades are assigned as follows:

| Assignment grading is on a 300-point scale. Letter grades are assigned as follows: |
| A = 90%-100% | B = 80%-89.99% | C = 70%-79.99% | D = 60%-69.99% | Penalties |
X = Incomplete. Granted at the instructor's discretion under extreme circumstances. See description above.

W = Withdraw from course by WKU’s official Withdrawal date. FN = Fail due to Nonparticipation. Student failed to officially Withdraw from the course by WKU's official Withdrawal date. Course must be repeated or student must formally appeal to the University.

F = <60% = Failing Grade

FFI: 5 pts each incident

Late assignments: 3 pts per day late

Professional Disposition: 10 points for failure to work in a timely, professional, and collaborative manner.

Additional Resources for Online Students

I provide a great many resources for my students in our Bb folders. In addition to these resources, online students have access to very useful services through WKU Libraries:

Extended Library & Off-Campus Services: WKU Libraries offers assistance to online and distance education students. Services include Interlibrary Loan (ILL may take several days to several weeks, so plan early!), obtaining and mailing photocopies of print journal articles housed in WKU Libraries. We have a courier service between the Glasgow and Owensboro campuses. All distance education students are eligible to borrow books from WKU Libraries, including titles from the Main Library, Government Documents, and the Educational Resources Center (ERC). For more information, contact the ECLS office. Please plan ahead!

Extended Library & Off-Campus Services website: http://www.wku.edu/library/dlps/extended_campus/index.php Fax Number: (270) 745-6413 Toll Free Phone number: 1-800-922-9585 E-mail: extcamp.library@wku.edu

WKU Libraries provides many useful online research tools for students. Some assignments for LME 502 require use of WKU Libraries’ online resources. Link to WKU Libraries on the Blackboard menu, or go to http://www.wku.edu/library/ for WKU Libraries’ online resources.

Directions for off-campus WKU Libraries databases login: To access online databases, login as Off-campus Access with your WKU NetID and password.

WKUL databases have reliable, authoritative, current full-text articles in such excellent online resources as EBSCOHost’s Library Literature, Education Full-text, Academic Search Premier, MasterFile Premier, and ERIC. There is excellent searchability and access to ERIC citations, abstracts, detailed digests, and some full-text studies, journal articles, etc.

Important!* Email and File Formats: Please format the email subject line as:
LME 502 Last Name, Topic of Email

When naming and saving files, do not include any symbols or punctuation: # ) * , & %
Acceptable example:
Power Point Presentations may be used for some assignments, especially the Field Experience (approx. 10-15 slides; cite in APA style any resources consulted). Please keep graphics to a minimum to save download time. You must resize photos or graphics in a program such as Adobe Photoshop to minimize the size. You cannot simply shrink the image to minimize the actual photo file size.

*Five (5) points may be deducted for each assignment that is not correctly named.

**Additional Information:**

I have many useful resources posted in various Blackboard folders, including more details on assignments and expectations for graduate-level work in LME 502. Take the time to browse our Blackboard site, become familiar with the materials I have provided for my students!

Any questions, please don’t hesitate to email me. Have a wonderful semester! If you come to WKU’s campus in Bowling Green, let me know! Come Visit the Educational Resources Center (ERC), in the College of Education and Behavioral Sciences building, Gary Ransdell Hall.

Directions to campus: [http://www.wku.edu/directions.html](http://www.wku.edu/directions.html) With so much construction on campus, go to the Dept. of Parking & Transportation website for parking information: [http://parking1.wku.edu/dnn/Default.aspx](http://parking1.wku.edu/dnn/Default.aspx)

**LME 502 Contract for Learning**

- Online courses require self-discipline and motivation, especially on the graduate level, and especially during shortened summer sessions.
  - Students are expected to be familiar with the Blackboard contents of the course and required readings. Please become comfortable doing independent research and collaborating fairly. I expect clear writing, correct grammar and spelling, and original, substantive work. I expect you to share ideas, bearing in mind that you all contribute honest, original work, and will cite all sources consulted.
  
  - I teach LME 502 as a group exploration of our subject. I expect integrity and enthusiasm from you, and I will reciprocate in kind. If problems arise, we will seek solutions with **mutual respect and fairness. Should any changes be needed to our course, I will explain** the necessity for them. If you experience changes in your lives that affect your work in LME 502, we will seek suitable solutions.

- Course “Incompletes” require personal discussion. Contact me as needed.

- I encourage curiosity, shared ideas, and true collaboration. I expect you to hold your obligations to LME 502 as seriously as I do. My pledge is to do my best to help you succeed in LME 502. I commit to, and expect you to commit to, honest and engaged preparation and participation in our course. Email is the best way to reach me with any questions. May we all do our best!

I look forward to us learning together this term in LME 502!
LME 502 Critical Performance
Collection Development Policy Requirements

Course Title: LME 502- Collection Management

Kentucky Teacher Standards Assessed: Standard 1 – Demonstrates Applied Content Knowledge, Standard 3 – Creates and Maintains Learning Climate, Standard 8 – Collaborates with Parents/Colleagues/Others, Standard 9 – Evaluates Teaching and Implements Professional Development

American Association of School Librarians Standards Assessed: Standards: Standard 1.1 Knowledge of learners and learning, Standard 1.3, Instructional partner, Standard 2.1 Literature, Standard 2.3 Respect for diversity, Standard 3.4 Research and knowledge creation, Standard 4.1. Networking with the library community, Standard 4.2 Professional development, Standard 5.1 Collections, Standard 5.3 Personnel, Funding, and Facilities.

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 2, 3, 4, 8, and 9; American Association for School Librarians Standards: 1.1 Knowledge of learners and learning, 1.3, Instructional partner, 2.1 Literature, 5.1 Collections, 2.3 Respect for diversity, 3.4 Research and knowledge creation, 4.1. Networking with the library community, 4.2 Professional development, 5.3 Personnel, Funding, and Facilities. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for LME 502.

Graded Product: Collection Development Policy

Rationale: The graduate student will apply knowledge of principles and practices of collection management to develop a Collection Development Policy in a collaborative group. This critical performance will require the graduate student to implement principles and practices of the profession.

Task: As a collaborative group, students will select and create a Collection Development Policy (CDP) for a specific school or public library following professional standards and principles. Students are required to develop their CDP using the following format and criteria:

- Title/Cover Page: Name of assignment, course number, semester, student name, name of school this CDP has been developed for (may be a fictitious or real school)
- Table of Contents to include the components listed below:
  - General Introduction
  - Student names and responsibilities within the group
- Brief Library Profile and Demographics
- Circulation Information
• Philosophy/Mission Statement of the School and Library Media Center
• Goals/Objectives of the Library Collection (general criteria)
• Responsibility for Collection Management; includes materials budget
  ♦ Collection Development Methodologies
    • Evaluative Criteria for Materials Selection and Deselection
    • Informal and Formal Procedures for Handling Materials Challenges or Complaints
    • Public Relations and Promotion of Library Services
    • Appendices
    • Intellectual Freedom Documents *links only* CDP Review and Revision of Policies ♦ Bibliography

Along with information provided by the school or public library you select, use your textbooks and policies used in the CDP comparison assignment to guide you on what to include in each of these sections. Listed below is additional information that will be helpful as you develop your CDP.

General Introduction Section

① Brief Library Profile and Demographics:
  ♦ Background Information/Defined User Groups: Brief description of the following populations, from reliable sources (remember to cite sources in the Bibliography):
    • Community
    • District
    • School

② Circulation Practices:
  ♦ What types of materials circulate?
    • How long do specific types of materials circulate?
    • List any overdue fines for late items

③ Mission/Goals/Objectives of the Library Collection (general criteria)
  ♦ Use your textbooks, professional research resources, and other library CDPs, along with your school information to develop this section

④ Responsibility for Collection Management
  ♦ Does the school have a collection development committee?
    • Who has the essential responsibility for collection management?
    • At what level are other members of the school community involved in collection development or management decisions?

Collection Development Methodologies:

① Inventory/Survey of Holdings: How often is inventory performed in the library?
  • Cooperative Collection Development: Is there a consortium in the school district or
public library system, or does each librarian order materials for her/his library individually? If a consortium, briefly describe how items are selected for the various libraries in the system.

- Is there a central district or system library Collection Development Policy (CDP) in place? Does each local school or public library have a copy on hand? How current is the existing CDP?
- Special Service Areas (e.g., handicapped, culturally disadvantaged): What materials are collected and/or what provisions are made for special populations?
- ILL: Is there an Interlibrary Loan (ILL) service? Is it automated, district-wide or statewide?
- Gifts/Donations: How are gifts/donations or commercially sponsored materials handled?
- Rentals/Leased Materials: Are there any rental or leased materials or agreements in the library or library system/school district? (Ex: McNaughton or Brodart bestseller or audiobook lease plans)
- Rotating Collections: Are there any rotating collections in the library or library system/school district?
- Repair/Replacements: How are repairs handled for damaged materials? How are replacements handled for non-repairable or lost materials handled?

**Evaluative Criteria for Materials Selection and Deselection:**

- Selection Aids: List sources used to select titles, including professional review sources
- Weeding/Deselection of library materials: Criteria (identify such weeding procedures as MUSTY or CREW. (See Blackboard folder External Links)
- Acquisition Procedures: Select a school library services vendor such as Follett or Brodart, etc.
- School Library Media Center Materials and Technology Budget: Allocation of Funds
- Supplies (labels, dust jackets, printer paper, etc.)

**Informal and Formal Procedures for Handling Materials Challenges or Complaints**

- How are informal challenges or complaints handled? (See textbooks and professional readings for examples)

How are formal complaints or challenges handled? (See textbooks and professional readings for examples)

**Public Relations/Promotion of Library Services:**

- Collaboration: Are there plans in place with classroom or subject teachers or local schools (if a public library)?
- Library Fundraisers: Book fairs, PTO events, etc. Please describe briefly such
planned events and the monetary or materials benefit to the library

**Appendices and Intellectual Freedom Documents:**
You should provide the name of the document in the Appendix and the URL only for the documents listed in this section. It is **not necessary to reproduce the following documents in your CDP,** except the Acceptable Use Policy and Request for Reconsideration of Materials. Remember to include the URL or the source (if found in a book or professional journal article) of the forms in your Appendices and Bibliography (as a source cited).

- ALA’s Freedom to Read, Freedom to View
- ALA’s Library Bill of Rights
- ALA’s Statement on Intellectual Freedom
- Acceptable Use Policy: This document may cover standard acceptable use of all library materials and acceptable computer and Internet use in the library. There are many examples online. This research should be part of the CDP I process.
- Request for Reconsideration of Materials Form: When materials are formally challenged in a library collection, a Request for Reconsideration of Materials form is used. There are many examples online. This research should be part of the CDP I process.

**CDP Review and Revision of Policies**
- When and how often will the CDP be reviewed and revised?
- Who is responsible for reviewing and revising the CDP?

**Bibliography:**
Your bibliography should include, in correct APA style, all sources consulted: class readings, Internet or database searches, etc. WKU Libraries’ online databases, such as EBSCOHost’s Academic Search Premier, MasterFile Premier, Library Literature and Information Full-text etc., are excellent resources. Google, Google Scholar, or your other favorite Internet search engines can yield many, many good, bad, and acceptable CDPs. General searching is also recommended. Please be sure to cite **all** sources consulted in APA style, including personal interviews or correspondence during your Field Experience, for example.

*Source: Adapted from Sam Houston State University: Prof. Frank W. Hoffman’s LS 530 Components of a Collection Development Policy [http://www.shsu.edu/~lis_fwh/copolicy.htm](http://www.shsu.edu/~lis_fwh/copolicy.htm)*

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<td>CDP format and presentation</td>
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<td>Resources do not include major ALA positions on intellectual freedom and intellectual property</td>
<td>CDP does not reflect required level of analysis and decision-making based on professional library principles and best practices; Research does not consistently reflect use of textbooks and related professional readings; Resources do not include major ALA positions on intellectual freedom and intellectual property</td>
<td>CDP does not meet criteria for an authentic, &quot;real world&quot; procedural document; Fails to adequately reflect a workable plan for collection development and management; Fails to adequately reflect the diversity of the school and community it serves; Fails to adequately evidence collaborative decision-making, and library organization and administration</td>
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<td>Did not follow all instructions correctly to develop a CDP; Not all elements of CDP were included, or clearly addressed; Some grammar, spelling, and citation style errors present; Writing reflects somewhat less than high quality graduate work</td>
<td>CDP reflects a high level of analysis and decision-making based on professional library principles and best practices; Research reflects obvious use of textbook and related professional readings; Resources include major ALA positions on intellectual freedom and intellectual property</td>
<td>CDP is not developed to be an authentic, &quot;real world&quot; procedural document; Does not reflect a workable plan for collection development and management; Does not accurately and clearly reflects the diversity of the school and community it serves; Does not clearly evidence collaborative decision-making, and library organization and administration</td>
<td>CDP is developed to be a high quality, authentic, &quot;real world&quot; procedural document; Reflects a highly workable plan for collection development and management; Accurately and clearly reflects the diversity of the school and community it serves; Clearly evidences collaborative decision-making, and library organization and administration</td>
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<td>Followed instructions correctly to develop a good CDP; All elements of CDP included and clearly addressed; Flawless grammar, spelling, and citation style; Writing reflects high quality graduate work</td>
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<td>CDP clearly reflects the use of a variety of high quality professional resources both in print and in electronic format; Students make extensive use of electronic subscription databases, textbooks, assigned readings, websites, and resources from professional library organizations</td>
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