College of Education Vision

"Learners and Leaders of Today and Tomorrow"
We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

EME 6705
Collection and Acquisition
Syllabus

SECTION 1: Course Overview, Required Resources

1. Course prefix, number, course reference number (CRN), and course title:

    a. CRN 8xxxx
    b. EME 6705 Collection and Acquisition

2. Semester and year: Summer 20xx

3. College or academic unit offering the course: Department of Leadership, Technology and Research, College of Education.

4. Course credit hours: 3

5. Professor Information:

    Professor: Dr Robert Kenny
    Address: Florida Gulf Coast University, 10501 FGCU Blvd. South, Fort Myers, Fl
      33965-6565
    Office and Hours:

    • Office Merwin Hall, Room 289

    • Office Hours: As this is a virtual course. Students can reach the instructor via Canvas email. If a face-to-face meeting is required, you can reach Dr. Kenny using office email or the phone number listed below.

     Phone: 239 590-1147 direct line and voice mail;
      239 590-7781—FAX;
      239 590-7776—secretary.

    • For questions about the course, please use Canvas. For advising please use office email below.

    E-Mail: rkenny@fgcu.edu

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Note: If this is your last semester in your program, please click the following link for program completion or graduation details.

https://fgcu.instructure.com/courses/225660

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SECTION 2: COURSE DESCRIPTION, OVERVIEW AND REQUIRED RESOURCES

Text and Materials Required:

Textbooks:
    There is no textbook for this class. Readings come from online databases such as:

- Association for Library Collections and Technical Services (ALCTS)
- The Charleston Conference
- Collection Development Resources on the Web (AALL)
- Library Collection Management (WorldCat list)
- Library Technology Guides
- Other online resources provided by commercial collection management companies, such as Follett, etc.

Other recommended resources

Bishop, K. (2007). The Collection program in schools: Concepts, practices and information sources, 4th edition. Westport, CT: Libraries Unlimited.

LiveText.com - If you have not already done so for another class. See the University Statement at the end of this syllabus for details. You will be scored on at least one critical task in LiveText for this course.

General Course Content and Overview: This course investigates all aspects of collection development in academic libraries, and K–12 media centers. Topics cover a broad range of topics including ethics, intellectual freedom, and collection development policies; budgeting; material types, formats, and acquisition methods;; licensing and negotiations; collection management and analysis; and workflow.

This is an online course.

SECTION 3: COLLEGE AND PROFESSIONAL STANDARDS

This course examines the fundamental principles and issues for developing and organizing School Media Center collections. Emphasis is placed on evaluation, selection, equity, and acquisition of resources appropriate for students, staff and other patrons in 21st Century schools.

Learning Outcomes:

Upon completion of this course, students will:
- be acquainted with philosophies and issues in collection development.
- identify criteria with which to evaluate materials in all formats, for all ages and abilities.
- be acquainted with a wide variety of professional selection tools, both current and retrospective.
- demonstrate knowledge of acquisition policies and procedures.
- understand the role of cataloging and the essential tools of cataloging and classification in school library media centers.
- demonstrate knowledge of practical "how to" skills and hands-on experiences in cataloging and classification.
- understand concepts of shared cataloging.

Critical Tasks related to these outcomes:

By the end of the semester, the student will be able to:	Major Activity	MLS Professional Value(s)	AECT Standard(s)

1. Plan, develop, and maintain library inventories.	2	PV 1, 2, 3	1, 4, 5
2. Develop a detailed collection development policy.	3	PV 1, 3	1, 5
3. Emerging trends – perform a literature review	4	PV 1, 2	5
4. Evaluate a specific collection.	5	PV 1, 4	3
5. Develop an effective collection budget.	6	PV 1, 2	4

Legend: Professional Values

Service:
PV1 Commit to quality client-centered services advocate for equity and diversity.

Leadership:
PV2 Demonstrate leadership potential with creativity in problem solving and openness to new ideas.

Integrity
PV3 Exhibit ethical behavior, knowledge and attitudes.

Mentorship:
PV4 Guide and teach current and future clients and information professionals to ensure the continued growth of the field.

AECT Standards

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

Indicators:
Creating - Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches.
Assessing/Evaluating - Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.

AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes

based on contemporary content and pedagogy.

Indicators:
Creating - Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes.

AECT Standard 3 (Learning Environments): Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments.

Indicators:
Creating - Candidates create instructional design products based on learning principles and research-based best practices. (pp. 8, 243-245, 246)
Using - Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning based on principles, theories, and effective practices.
Assessing/Evaluating - Candidates use multiple assessment strategies to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment.

AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Indicators:
Collaborative Practice - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.

AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance.

Indicators:
Theoretical Foundations - Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology.

Major Activities

Activity #1 – Participation (50 Points)
Online class discussion and participation are important aspects of the assessment process in the course. Through guided and independent discussion & participation, students will share with colleagues their experiences and ideas. Discussion topics related to the readings and assignments. Student should contribute at least twice to each discussion topic.

Activity #2 – Book Challenge (100 Points)
Select a book that has been challenged from the ALA 2000- 2009 list and respond to a challenge to this book. A school stakeholder has charged that the content of the book is offensive and unfit for K–12. The person has written his/her challenge to the school board and you have been tasked with reviewing the work and responding to the challenge..

Activity #3 –Create Development Policy (100 Points)
Create a collection development policy for multiple media for a K12 media center. Should include sections on: guidelines, scope, selection guidelines, format/ media type(s), gift/donation policy.

Activity #4 – Literature Review (100 points)
Find 10–15 trade or peer-reviewed journal articles, or book chapters on collection development and write a review for each. Review the critical points of the addition to the body of knowledge and/or methodological approaches on that topic. Generally these are secondary sources and are based on other's opinions. See if you can determine how closely related these second opinions are to those proposed in the original sources.

Activity #5 – Collection Analysis/Evaluation (50 Points)
Visit a local school media center and assess the collections policies and results. Interview the media specialist(s) and discuss their involvement in the collection process and whether they utilize an outside service for collection management and their assessment of the pros and cons of using said service.

- OR -

Using data available from a commercially available collection analysis (Follett's, Titlewise, or Mackin) by a random sampling from the collection "shelf list" inventory and materials examination, identify possible areas of need for the collection.

> Address the following questions:
> - What are some possible next steps for the school's collection program?
> - Is all the data they utilize valid?
> - What are the special considerations as to how the collection is been organized (special collections, etc.)?
>
> As you review the collection analysis data, be sure to consider what are the impacts of the community and the school curriculum?

Activity #6 – Proposed Budget (100 Points)
Prepare a detailed budget for your school library's collections with a rationale for spending decisions.

Course Requirements

Important requirement: Check your Canvas and FGCU email regularly. It is expected that you will spend from 4- hours per week working on the course materials.

In Livetext you will receive a Meets target or Below Expectations notation so it can be utilized for college level metrics and evaluation of meeting standards. Your final grade for this project will be recorded in Canvas and contribute to your final grade as noted below. The critical task can be any one of the five major assignments (your choice)

Attendance and Participation

Session	Topics	Peer reviews	Major Activity Due

The course is broken up into Learning Cycles, which vary from one to two weeks in duration. There are assignments associated with each cycle. **Any assignment not turned in 11:59PM on the due date will be deemed late.**

Course Chronology (50 pts per session)

Cycle 1:	Introductions Subject Cataloging: Entry points for access through Library of Congress subject headings.		Syllabus Survey, introductions
Cycle 2:	Inventory Development & Curricular mapping		Activity #2
Cycle 3:	Policy Guidelines/Analysis Tools	Peer review of previous cycle activity	Activity #3
Cycle 4:	Information Literacy/Ethics/ Intellectual Property Rights	Peer review of previous cycle activity	Activity #4
Cycle 5:	Exemplar Programs Classification systems (Dewey, etc.)	Peer review of previous cycle activity	Activity #5
Cycle 6:	Managing Budgets/external collection management services	Peer review of previous cycle activity	Activity #6
Cycle 7:	Project Presentations Introduction to automation Sytems/migration/conversion considerations		Each student selects project they intend on submitting to LiveText as representative of their critical learning task for the term

Peer Reviews

Some assignments will be in the form of peer reviews (which normally are assigned in the cycle following their due date.

> You do not have to do a long main post that duplicates the efforts of other submissions. What subsequent posters should do is to just fill in anything missing, and then provide personal reflections of implementation and how things can be improved as per the textbook or other references.

> It is recommended that you type long posts in a word processor and the cut and paste into the forum. Canvas has been known to go down in the middle of typing and you don't want to lose a lot of work.

> A discussion/review that only lightly treats either section one or two will receive points equivalent to a grade no higher than a "B". A review that omits either part will receive no higher than a "C" equivalent. A review that omits the third section will receive a grade equivalent to no higher than B.

Note: Federal Financial Aid requirements stipulate FGCU must be able to demonstrate that each student receiving financial aid is eligible to receive aid. Therefore, you are required to confirm your attendance through a participatory activity for this course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of financial aid.

SECTION 5: GRADING CRITERIA AND GRADING SCALE

<u>**Grading Criteria**</u>

> A point system is utilized for this course. The scale is equivalent to 465 points. You grade will be determined based on how many point earned in proportion to the total:

Grading Scale:
A = 850 - 765 pts
B = 764 - 680 pts (Note any grade lower than a B requires the course to be taken over to count towards course completion. Grades of C or lower count towards GPA only.)
C = 679 -595 pts
F = less than 595 points

Incomplete (I) Grade (From the College of Education Graduate Handbook of Policies and Procedures)

A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student's GPA.

An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

SECTION 6: College and University Policy Statements/Resources

College of Education LiveText Statement
The College of Education has adopted the use of Live Text software to assist in the assessment of student's performance and program quality. As a degree-seeking, endorsement or certification student you are responsible for purchasing a membership to Live Text during your first course in the FGCU's College of Education. If you do not have a membership to Live Text, you will need to purchase it immediately. **This is a one-time only purchase.** Students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in Live Text that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

Academic Behavior Standards and Academic Dishonesty
All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the *Student Code of Conduct* and *Policies and Procedures* sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy.   The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

Disability Accommodations Services
Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university's guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

Student Observance of Religious Holidays
All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic

activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

Student Code of Conduct:
Here is the link for the new Student Code of Conduct:
http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf

Incomplete Grades and Critical Tasks

Incomplete grades are given only in exceptional circumstances beyond one's control. If you believe you qualify, you must discuss your circumstances with your professor for approval.

Beyond the accumulation of points and percent grades, there are critical tasks in your program and in this course that must be successfully completed to pass. The critical tasks have been deemed essential program requirements by faculty in your program. They provide measures of your knowledge and skill in critical, job-related functions. Unacceptable ratings on these tasks supersede total points earned in any course. For that reason, you are required to complete successfully these tasks in all of your courses to earn a grade of "B" or higher in those courses. The criteria for acceptable performance are defined on the rubrics for these tasks. If any aspect of the task is unacceptable, you will receive an "incomplete" score on the task until you satisfy the requirements. The "incomplete" on the task will result in an "incomplete" in the course. Prior to the end of the semester, you will be offered a contract with a deadline for completion. The maximum time you will have to complete the task satisfactorily is one year, after which time the grade of "I" will convert to an "F."