

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Curriculum, Leadership, and Technology**

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**ITED 7201  
Information Resources and Services  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**American Association of School Librarians (AASL) Standards**

ITED 7201 Information Resources and Services is an *area of specialization* course taken by all students who seek a degree in Instructional Technology—Library Media Option, and by students in partial fulfillment of individualized certification plans for recommendation to the Georgia Professional Standards Commission for School librarian certification. This syllabus contains the AASL Standards, upon which the M.Ed. Instructional Technology – Library Media Option is based, with cross-references the American Association of School Librarians (AASL) Standards (2010).

**Standard 1: Teaching for Learning**

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

**1.1 Knowledge of learners and learning**

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning; assess learner needs and design instruction that reflects educational best practice; support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs; base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

**1.2 Effective and knowledgeable teacher**

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning; make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators; can document and communicate the impact of collaborative instruction on

student achievement.

### **1.3 Instructional partner**

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators; acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

### **1.4 Integration of twenty-first century skills and learning standards**

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the *AASL Standards for the 21st-Century Learner* and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

## **Standard 2: Literacy and Reading**

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

### **2.1 Literature**

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

### **2.2 Reading promotion**

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

### **2.3 Respect for diversity**

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

### **2.4 Literacy strategies**

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

## **Standard 3: Information and Knowledge**

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

### **3.1 Efficient and ethical information-seeking behavior**

Candidates identify and provide support for diverse student information needs; model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes; collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

### **3.2 Access to information**

Candidates support flexible, open access for library services; demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services; facilitate access to information in print, non-print, and digital formats; model and communicate the legal and ethical codes of the profession.

### **3.3 Information technology**

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources; model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

### **3.4 Research and knowledge creation**

Candidates use evidence-based, action research to collect data; interpret and use data to create and share new knowledge to improve practice in school libraries.

## **Standard 4: Advocacy and Leadership**

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

### **4.1 Networking with the library community**

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information; participate and collaborate as members of a social and intellectual network of learners.

### **4.2 Professional development**

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources; plan for ongoing professional growth.

### **4.3 Leadership**

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

### **4.4 Advocacy**

Candidates identify stakeholders within and outside the school community who impact the school library program; develop a plan to advocate for school library and information programs, resources, and services.

## **Standard 5: Program Management and Administration**

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

### **5.1 Collections**

Candidates evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning

### **5.2 Professional Ethics**

*Positively Impacting Learning Through Evidence-Based Practices*

Candidates base professional and program decisions on current standards and the ethical codes and principles of education and information professions

### **5.3 Personnel, Funding, and Facilities**

Candidates develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services

### **5.4 Strategic Planning and Assessment**

Candidates use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities

American Library Association [ALA] & American Association of School Librarians [AASL]. (2010). *ALA/AASL Standards for initial preparation of school librarians*. Retrieved from [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010\\_standards\\_with\\_rubrics\\_and\\_statements\\_1-31-11.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf)

## **COURSE DESCRIPTION**

Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills into the curriculum, selecting and evaluating resources in various formats, building media center collections, and delivering traditional and electronic services.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Stephens, C. G. & Franklin, P. (2012). *School library collection development: Just the basics*. Santa Barbara, CA: Libraries Unlimited.

**Required Technology:** This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

## **COURSE OBJECTIVES**

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate clear competence in oral, graphic and written communication and comprehension. (AASL: 3.1, 4.1, 4.2; Themes: [Collection Development Project Policy and Plan] O-EDL 1.2, O-CPL 1.2)
2. Demonstrate competence in organizing, documenting and reflecting upon assigned and self-generated activities. (AASL: 1.1, 3.1, 4.1, 4.2; : Themes: [Collection Development Project Policy and Plan] O-EDL 1.2, O-CPL 1.2)
3. Recognize and adhere to legal and ethical guidelines governing information use including censorship, intellectual freedom, and copyright policy. (AASL: 1.3, 3.1, 4.1, 4.2, 5.1, 5.2 : Themes: [Collection Development Project Policy and Plan] O-EDL 1.2, O-CPL 1.2)
4. Work effectively and efficiently both as a leader and member of a group to provide access to information and instruction in information access skills. (AASL: 1.3, 3.1, 4.1, 4.2; Themes: [Collection Development Project Policy and Plan] O-EDL 1.2, O-CPL 1.2)
5. Analyze diverse user information needs and the role the school librarian plays in meeting the needs of users from different backgrounds; candidates will include assessment strategies and accommodation strategies in the Information Literacy Lesson Plans. (AASL: 2.3, 3.3, 3.4, 5.1, 5.3, 5.4; Themes : [Information Literacy

- Lesson Plans] O-DL1.1, O-EDL 1.2, O-AL1, O-CPL 1.2)
6. Demonstrate understanding of reference sources commonly found in school libraries and demonstrates knowledge of online information resources. (AASL: 1.1, 3.1, 3.2, 5.1; Themes: [Reference Resources & GALILEO] O-TL 1.1, O-CPL 1.2)
  7. Evaluate reference sources for scope, characteristics, user levels, utility, and accuracy. (AASL: 1.1, 3.1, 5.1; : Themes: [Reference Resources & GALILEO] O-TL 1.1, O-CPL 1.2)
  8. Use a variety of media communication and information tools, including computer and multimedia devices, to enrich learning opportunities. (AASL: 1.1, 1.2, 4.2; Themes: [Information Literacy Lesson Plans & Online Resources & GALILEO] O-TL 1.1, O-EDL 1.2, O-AL 1, O-CPL 1.2)
  9. Develop methods for instruction and assessment of student learning for the use of search strategies for print and nonprint reference resources and the use and evaluation of online reference resources. (AASL: 1.1, 1.2, 3.1, 3.3, 5.1; Themes [Information Literacy Lesson Plans] O-EDL 1.2, O-CPL 1.2, O-AL 1)
  10. Identify sources available on GALILEO (Georgia Library Learning Online) useful for school library use. (AASL: 1.1, 1.4, 3.1, 3.2 ; Themes: [GALILEO] O-TL 1.1, O-CPL 1.2)
  11. Promote integration of information literacy into curriculum through collaborative planning with teachers. (AASL: 1.2, 1.3, 1.4, 3.2, 3.3; Themes: [Information Literacy Lesson Plans], O-TL 1.1, O-EDL 1.2, O-AL 1, O-CPL 1.2)
  12. Develop a collection development policy for a scenario-based or authentic school library for information resources and reference works. (AASL: 2.3, 3.3, 3.4, 5.3, 5.4; Themes: : [Collection Development Project Policy and Plan] O-DL 1.1, O-EDL 1.2, O-CPL 1.2)
  13. Discuss the internal/external environment and standards that influence collection development. (AASL: 2.3, 3.3, 5.3, 5.4; Themes: [CDP: Policy] O-CPL 1.2)
  14. Develop, describe and apply the selection criteria for print, non-print, and electronic sources. (AASL: 3.3, 5.1, 5.3; Themes: [CDP: Policy: Selection] O-DL 1.1, O-CPL 1.2 )
  15. Use technology as an integral part of teaching and training strategies. (AASL: 1.2, 1.3, 1.4, 2.1, 3.1, 3.3, 4.2: Themes: [synchronous class/group meetings, GALILEO] O-TL 1.1)
  16. Describe the characteristics of selection tools/ aids for print, non-print, and electronic sources. (AASL: 1.1, 1.3, 5.1, 5.3; Themes: [CDP: Policy: Selection] O-CPL 1.2 )

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Reflective writing (Course objectives 1-3); Technical writing (Course objectives 1-3; 12; 15-16) Reading and Discussion (Course objectives 1-16); Simulations (Course objectives 1-6; 12-14); Lesson Planning (Course objectives 1-2; 5; 8-11; 15)

## **COURSE EVALUATION**

### **A. Introduction to ITED 7201 Module (10 points)**

This module contains introductory information regarding the general design and requirements for the course. Students will complete various activities such as reading the syllabus and responding to a discussion board posting. It is important for students to complete all activities in the introductory module. (Course objectives: 1-3) (AASL 2010 Standards: 3.1, 4.1)

### **B. Collection Development Project Module (Policy/Plan) (50 points)**

The Collection Development Project is designed to assist the learner in developing the knowledge and skills to effectively address collection development policies and procedures for the school library.

The module consists of 2 sections (Policy, 5 elements; Plan, 5 elements; total of 10 elements in all for the Collection Development Project –CDP) in which you will complete readings and activities related to collection development and evaluation. Students are expected to apply knowledge gained from the assigned readings and activities to the development of the individual components of a Collection Development Policy or Plan. Candidates will evaluate the diverse needs of a specified school setting (actual or simulation) and

address the needs of the students and/or teachers through the proposed collection development plan. This assignment will be posted to LiveText.

Assessment of the Collection Development Project is cumulative with each section counting as 5 points toward the total of 50 points. (Course objectives: 1, 4-5,10, 12-14,16; (AASL 2010 Standards: 1.1, 1.3, 2.3, 3.1, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4)

#### Information Literacy and Reference Works; Empowering Learners Module (40 points)

Within this module you will read about and investigate information literacy skills and reference resources as related to the school library and school based curriculum. Included in the module will be discussions about ethical considerations for information access/ use as well as resource sharing for the content areas or school based units of study. GALILEO, a state funded online resource, will be reviewed. The AASL Standards for the 21st Century Learner will be addressed and correlated to the state content area standards. There will be four segments, each worth 10 points for a total of 40 points for the module. This module will include group work reflective of the collaborative role of the school media specialist. (Course objectives: 1-3, 5-11, 15; (AASL 2010 Standards: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 4.2, 5.1)

Additional Required LiveText Assessment: **Library Media Technology Assessment**. This assessment uses assignments from Module 1 and Module 3.

### Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

90-100 = A      80-89 = B      70-79 = C      60-69 = D      Below 60 = F

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a "0" will be assigned as the grade.

### ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

### PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

### ACCESSIBILITY STATEMENT

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

**Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

#### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

#### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.