

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7610
Information Policy
3 SEMESTER HOURS
Summer 2016
June 13-July 28**

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.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from
<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism: The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA CORE COMPETENCES 1,2,3,5,8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA CORE COMPETENCES 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA CORE COMPETENCES 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA CORE COMPETENCES 7]

INSTRUCTOR

Name: Wallace Koehler, PhD, Professor Emeritus

Office Number: Online Instructor

Telephone Number: 229 333 5966 (DLIS number)

Email Address: wkoehler@valdosta.edu

Office Hours: Because this is an online course and because I do not have a VSU office, there are only “virtual” office hours. I will respond to email within 24 hours normal work days. Telephone, online, or Skype discussion can be arranged by request. Finally, I am not resident in Georgia. All communication will necessarily be by electronic medium.

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

For specific assignment due dates and specific date driven detail, please see the online courseware calendar.

COURSE DESCRIPTION

Study of governmental and non-governmental information policy, with emphasis on the United States. Issues include privacy, intellectual property, and access to information, media deregulation, and networking initiatives. The purpose is to introduce the student to information policy and the ways those policies may impact the practice of librarianship for the individual. It is not a comprehensive review of laws, court decisions, and regulations. That said, we cannot ignore legal and regulatory regimes as they reflect, for example copyright, censorship, library funding, or librarian education.

- A. The first half of this course will focus on the institutions that make information policy. These include international, national, state, and local groups. Some but by no means all are listed

below. Become familiar with these institutions and documents. Expand your research to encompass other materials. I assume you are familiar with many primary documents, e.g. the First Amendment or the Declaration of the Rights of Man and Citizen.

- a. International institutions, for example
 - i. IFLA
 - ii. WSIS
 - iii. WTO
 - iv. UN
 - v. European Union
 - vi. WIPO
 - vii. ITU
 - viii. ICANN
 - ix. Berne Convention
 - b. US national
 - i. FCC
 - ii. IMLS
 - iii. Courts
 1. E.G. Georgia State University Fair Use Decision
 - iv. Federal legislation, for example
 1. FOIA
 2. COPA
 3. COPPA
 4. CIPA, NCIPA
 5. Teach Act
 6. Copyright Legislation
 7. E-rate
 8. Many others
 - v. ALA
 1. COA
 2. COE
 3. OITP
 4. Net Neutrality work
 5. Many others
 - c. US state
 - i. State library associations, e.g. Georgia Library Association
 - ii. State certification, e.g. Georgia State Board for the Certification of Librarians
 - iii. State library service boards, e.g. Georgia Public Library Service
 - d. US local (All politics is local – attributed to Tip O’Neill)
 - i. Boards of Trustees
 - ii. County commissions, city government, and or Boards of Education
 - iii. Friends groups
 - iv. Electorate
 - v. Patrons
- B. The second half explores three policy areas of particular relevance to library practice today. These are intellectual property with a focus on 1. copyright; 2. freedom of expression, intellectual freedom, privacy, and their control; and 3. librarian qualifications. These three areas of practice have international through local importance. Readings are provided in the textbook.

- C. We will also develop three case studies. They share a common theme: these technologies began as US government initiatives then later evolved to the international public sector. These three have become important to the library and information science community. I will lead these written discussions online. I have provided enough clues so that you should be able to find materials online and in libraries. These discussions are not graded. ***Failure to take part will cost half a grade, however.***
- a. The evolution of the Internet. The Internet was an American defense initiative, starting in the early 1960s with six nodes. It is still technically “owned” by the US Department of Commerce. ICANN and other NGO agencies now essentially manage the Internet. The first browser, Mosaic, was government supported.
 - b. Search services. The first of the database search services, Dialog, was developed as a resource for the US Department of Defense in 1966 by Roger K. Summit. It expanded into the commercial domain. It has been eclipsed somewhat by the WWW and its search engines.
 - c. GPS. As early as 1960, The US Navy was experimenting with Global Positioning System technology for military applications. In 1983 GPS was made available in the international civil sectors. Early use provided navigational use for aviation and marine industries. As we all know, GPS can now be used to track individuals through their cell phones, permit driverless automobiles, and many more information applications.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

IFLA FAIFE Website at <http://www.ifla.org/faife>

IFLA Lyon Declaration, 2014 Online: <http://www.lyondeclaration.org/>

Wallace Koehler, *Ethics and Values in Librarianship: A History*, 2015.

Wallace Koehler. “Top-Level Domain Name Explosions: Teapot Tempest” *Online Searcher* 40, 3, May/June 2016 <http://www.infotoday.com/OnlineSearcher/Articles/Features/TopLevel-Domain-Name-Explosions-Teapot-Tempest-110762.shtml>

Weiss, Nancy, 2009.” Overview of US Government Information Policy” online: <http://www.nap.edu/read/12687/chapter/3>

COPA Commission Report online: <http://www.copacommission.org/report/executivesummary.shtml>

Obama, B. Transparency and Open Government. Online: https://www.whitehouse.gov/the_press_office/TransparencyandOpenGovernment

Excellent reference work to key documents in intellectual freedom:

Samek, Toni. 2007. *Librarianship and Human Rights: A Twenty-first century guide*. Oxford: CHANDOS (Oxford) Publishing.

COURSE OBJECTIVES (*Show alignment to MLIS Program Objectives (PO) for all MLIS courses*).

“Information Policy” Student Learning Outcomes (SLO):

For detailed information on SLOs, see <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/our-program/student-learning-outcome-assessments.php>. Successful completion of this (and other) elective(s) does not fulfill the requirements of a specific SLO. It does however contribute to the professionalization of the student.

Upon completion of this course, the successful student will be able to:

1. identify key and important international, national, state, and local institutions and regulations as they relate to librarianship
2. appreciate and interpret regulations and statutes
3. understand the process of emergence of new technologies and their adaptation in the library and information science domain.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Because this is an asymmetric online course, there are no class meetings or required online discussions. I urge all students to discuss among themselves privately and in the online discussions. Begin by introducing yourself. Touch on your interests in information policy.

For assignments 1-4, each student will prepare a briefing paper on a different subject. You may choose from the list above or select another. Be sure to clear your subject with the instructor to insure appropriateness and non-duplication with others. First come, first serve.

Assignment 1 (15%): Prepare a one to two-page briefing paper addressing an international organization, treaty, or other international policy creating entity. Emphasize the policy aspect. Each student will prepare a document addressing a different entity. Post your assignment in the “assignments area” of the courseware. Be prepared to respond to questions from fellow students and the instructor.

Assignment 2 (15%): Prepare a one to two-page briefing paper addressing a national organization, statute, or other policy creating entity. Emphasize the policy aspect. Each student will prepare a document addressing a different entity. Post your assignment in the “assignments area” of the courseware. Be prepared to respond to questions from fellow students and the instructor.

Assignment 3 (15%): Prepare a one to two-page briefing paper addressing a state level organization, statute, or other policy creating entity. Emphasize the policy aspect. Each student will prepare a document addressing a different entity. Post your assignment in the “assignments area” of the courseware. Be prepared to respond to questions from fellow students and the instructor.

Assignment 4 (15%): Prepare a one to two-page briefing paper addressing a local level organization, statute, or other policy creating entity. Emphasize the policy aspect. Each student will prepare a document addressing a different entity. Post your assignment in the “assignments area” of the courseware. Be prepared to respond to questions from fellow students and the instructor.

Assignment 5 (40%): Prepare a term paper, not to exceed 20 pages. There is no minimum number of pages. Write as many as you need to address the subject. Select your subject from the three chapters in the text. Contact the instructor before undertaking the assignment. I recommend an early start.

COURSE EVALUATION

The assignments sum to 100 points. Grades are assigned as follows:

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

ATTENDANCE POLICY

This is an online asynchronous course. As such, a formal attendance policy is not practicable. Active student participation in discussions and other assignments sets the “attendance standard.”

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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 Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

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>.