Guiding Principles (DEPOSITS)

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

Disposition 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.


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


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

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


COURSE DESCRIPTION
Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, and database maintenance and evaluation.

**REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Internet based resources will be used in the place of a text book.

Online readings from American Association of School Librarians, [http://www.ala.org/aasl](http://www.ala.org/aasl)

Additional instructor identified readings and resources provided in course learning modules

**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 communications and comprehension. (AASL 2010: 3.1, 3.3, 5.2; Themes [Cataloging Project: Policy and Interview Reflection ] O-EDL 1.2)

2. Demonstrate competence in organizing, documenting, and reflecting upon assigned and self-generated activities; candidates will provide a written reflective response to an interview with a practicing school librarian. (AASL 2010: 3.1, 3.3, 5.2; Themes [Cataloging Project: Policy and Interview Reflection] O-EDL 1.2, O-FL 1.1

3. Recognize and adhere to legal and ethical guidelines governing information use including standards and intellectual property. (AASL 2010: 3.1, 3.3, 5.2; Themes [Cataloging Project: Policy and Interview Reflection] O-EDL 1.2, O-FL 1.1)

4. Analyze diverse user information needs and the role of the media specialist plays in meeting the needs of users from different backgrounds (AASL 2010: 2.1, 2.3, 5.1, 5.3; Themes [Cataloging Project: Collaboration and Information Access] O-DL 2

5. Define and describe terms and concepts associated with library automation (AASL 2010: 4.2; Themes: [Cataloging Project: Database Maintenance and Copy Cataloging] O-CPL 2.1)

6. Develop resources for collaborative instruction for information access for the library collection; to provide for diverse learning styles in a variety of formats. (AASL 2010: 1.1, 1.2. 1.3, 1.4, 3.2, 3.3, 5.3; Themes: [Cataloging Project: Collaboration and Information Access] O-EDL 1.2, O-DL 2, O-TL 1, O-AL 1)

7. Identify, discuss criteria, procedures for selection, acquisition, organization, and maintenance of resources (AASL 2010: 5.3, 5.4; Themes: [Cataloging Project: Copy Cataloging & Database Maintenance] O-CPL 2.1, O-TL 1)
8. Identify and describe bibliographic standards that are applied in library automated systems. (AASL 2010: 3.2, 4.2, 5.1; Themes: [Cataloging Project: Copy Cataloging & Database Maintenance] O-CPL 2.1, O-TL 1)

9. Identify and describe the elements of a USMARC/ MicroLIF record and apply them efficiently and effectively in an automated system. (AASL 2010: 3.2, 5.1; Themes: [Cataloging Project: Copy Cataloging & Database Maintenance] O-CPL 2.1, O-TL 1)


13. Identify the ten main classes of DDC and assigns numbers to both print and nonprint materials. (AASL 2010: 5.1, 5.3, 5.4; Themes: [Dewey Module] O-CPL 2.1)

14. Identify the principles of subject access/analysis and appropriately assign subject headings to various materials. (AASL 2010: 5.1, 5.4; Themes: [Sears Subject Headings module and Catalog Project: Copy Cataloging & Database Maintenance] O-CPL 2.1)

15. Identify standard policies and procedures for bibliographic organization that promote accessibility to information resources. (AASL 2010: 3.1, 3.2, 5.1, 5.3; Themes: [Cataloging Project: Interview and Cataloging Policy] O-CPL 2.1, O-FL 1.1)

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 1-4; 7-8; 15); Technical Processing Exercises (Course objectives 5, 8-14); Reading and Discussion (Course objectives 1-15); Instructional Resources (Course objectives 1- 4; 6; 8); Field Observation (Course objectives 6, 13, 15).

COURSE EVALUATION

Cataloging Project (40 points) O-CP₃₉. This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty

Part 1: Cataloging and Processing Procedures --Interview and Reflection

Students will demonstrate knowledge of standard acquisition, cataloging, processing, and organization of library collections through interview and observation. A narrative discussion of the interviews and observations will be provided. (Course objectives 7, 8, 15)

Part 2: Information Access Resources: Meeting the needs of diverse learners
Students will compile an annotated list of instructional resources to be used in collaborative planning with teachers and to provide appropriate instruction in accessing information and resources in the library collection. This includes resources in a variety of formats to meet the diverse needs of learners within the school community. (Course objectives 1-4, 6)

Part 3: Copy Cataloging

Given the necessary information for five (5) items, students will download and save the appropriate MARC records from the Library of Congress or other appropriate source to be used for copy cataloging. Identify content and describe the following tags: 100, 245, 250, 260, and 300 to justify use of these records in copy cataloging. Criteria for evaluation include: correct download and saving of the MARC record, accuracy, completion, timeliness. (Course objectives: 5, 7, 8, 9, 13, 14)

Part 4: Database Maintenance

Students will evaluate five (5) MARC records and indicate corrections for the 5 records. The MARC records will represent typical print and non-print resources found in public school libraries. Criteria for evaluation include: evidence that each item has been checked, corrections indicated, completion, and timeliness. (Course objectives 5, 7, 8-12)

Completion of module activities/assignments (60 points—6 modules)

Students will be expected to complete module activities and weekly readings as part of the learning experiences for the course. Assignments will be posted within the modules that require additional reading, research, practice in cataloging, group activities (online), or contact with media specialists in the field. Criteria for evaluation include: participation in online discussions and activities, quality performance on assigned tasks, and timely completion of assignments.

(Course objectives 1-15)

Modules and assignments will address MARC terminology and development of MARC records, automated library systems, cataloging activities, introduction to Dewey and Sears Classification, selection and cataloging policies and procedures, and database maintenance. Each module will be worth 10 points toward the total grade.

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 late penalty may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment more than 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 students 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 decision 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.

COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

College of Education & Human Services Policy on Plagiarism

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.

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.

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, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.