

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

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**MLIS 7400  
Collection Development  
Three Credit 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.

**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**

Nicole D. Alemagne, Ph. D.  
Odum Library Room 4600  
Phone: 229-245-3742  
E-mail: ndalemanne@valdosta.edu  
Office Hours: Tuesday–Thursday: 9AM-1PM

### **COURSE DESCRIPTION**

Principles and processes for building and maintaining library and information center collections. Identification, evaluation, selection, acquisition, and preservation of materials in all formats will be emphasized. The contexts of all types of libraries, needs of diverse patrons, and legal and ethical issues will be considered. Prerequisite or corequisite: MLIS 7000 or consent of instructor.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Johnson, Peggy. (2014). Fundamentals of Collection Development and Management. 3rd Edition. Chicago: American Library Association. ISBN 13: 978-0-8389-1191-4

Additional resources (readings, videos, websites, etc.) will be available electronically via GALILEO Scholar, the Odum Library's e-journals collection, on Odum Library course reserve, or through the course BlazeVIEW website

Please familiarize yourself with the VSU policy that prohibits the use of the Interlibrary Loan service for obtaining textbooks at <https://www.valdosta.edu/academics/library/general/about/faqs/ill/ill-services.php> (see the section What Kind of Materials Can I Request Through Interlibrary Loan).

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

### **Collection Development Student Learning Outcomes (SLO):**

Upon completion of this course, the student will be able to meet these Student Learning Outcomes (SLOs):

- SLO 1. Discuss principles of collection development in any type of library or information center (ALA Core Competence 2, MLIS PO 1).
- SLO 2. Conduct a needs assessment that effectively can inform a collection development process (ALA Core Competence 8, MLIS PO 1).
- SLO 3. Contribute to the identification, evaluation, selection, acquisition, and preservation of materials in all formats (ALA Core Competence 2, MLIS PO 1).
- SLO 4. Formulate collection development practices that meet the needs of diverse patrons (ALA Core Competence 2, MLIS PO 1).
- SLO 5. Incorporate knowledge of legal and ethical issues into collection development (ALA Core Competence 2, MLIS PO 1).
- SLO 6. Use relevant documentation and tools (ALA Core Competence 2, MLIS PO1).

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

MLIS 7400 includes an assignment called Collection Development Project (CDP) Final Draft that partially fulfills the MLIS Program Objective 1. You will find it marked as "necessary to fulfill requirements for this course" on page 4 of this syllabus. You will need a subscription to LiveText and must submit the CDP Final Draft to your LiveText account. The other guided elective that includes the required Collection Development Project (CDP) is MLIS 7440 Electronic Resources. Either MLIS 7400 or MLIS 7440 will fulfill the collection development requirement. Students interested in building their collection development skills to the utmost take both MLIS 7400 and MLIS 7440.

There are a number of assessments developed to meet ALA accreditation requirements on student learning outcomes. These assessments are part of all the MLIS core courses plus certain electives. LiveText is the software that the MLIS Program selected for keeping track of these assessments, and all MLIS students are REQUIRED to purchase access to the LiveText system. The LiveText subscription is not tied to when you entered the program or to when you plan to graduate. Once you purchase your subscription to LiveText, it is good for up to five years. You will also have personal access to other LiveText features you may find useful once you have your subscription. Please consider the purchase of your LiveText subscription as you would the purchase of any other textbook or piece of software required for a course.

## ASSIGNMENTS IN BRIEF

The following list is a brief overview of the assessments used to measure learning outcomes included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site in advance of that assignment's due date.

### Collection Development Project (CDP)

The CDP is a semester long project that you will complete in four parts plus a final draft. You will work on an "adopted" library throughout the semester, with multiple assignments that build to the final draft.

- **CDP Part 1: Environmental Scan (SLO 2) 10 points**  
In this assignment you will profile your adopted library and the environment in which it is operating, including analyzing opportunities it has and threats that it faces.
- **CDP Part 2: Weeding (SLOs 3, 4, 6) 15 points**  
Now you will identify the collection area of your adopted library that will constitute your CDP: you will review the library's resources in the area you are developing and based on your library's needs and your goals for the collection area you will develop criteria for retaining or discarding individual items and use the criteria to evaluate the area.
- **CDP Part 3: Selection (SLOs 3, 4, 6) 15 points**  
Having weeded your collection area, you will now work with a budget to identify resources to purchase for the collection.
- **CDP Final Draft (SLOs 2, 3, 4, 6) 15 points**  
Finally you will complete your Collection Development Project by integrating parts one through three (taking into account feedback to improve those sections) into a final draft that you will submit for the course and to your LiveText account. **Successful completion of this assignment is necessary to fulfill requirements for this course.**

### Librarian Interview (SLOs 1, 5) 10 points

Write a paper based on an interview with a librarian who is responsible for collection development and management at her or his institution. You may use this assignment to help you decide which library to adopt for your CDP.

### Collection Development Policy Evaluation (SLOs 1, 5, 6) 10 points

Find a Collection Development Policy and mission statement for a library type that interests you (excluding youth collections and archives). You will make note of any changes you would make to the existing policy based on what you have learned and then you will create an updated Collection Development Policy for that library. You may use this assignment to help you decide which library to adopt for your CDP.

### Marketing Tool (SLO 4) 10 points

You will create a media-based marketing tool (e.g., an ad that can be published to the Web as a PowerPoint or video trailer, a poster or flier or brochure or bookmark, a mock-up of an exhibit, a radio announcement) to market the area of the collection from your CDP.

### Weekly Discussions 15 points

Participate in 15 weekly discussion activities on topics posted to the discussion boards. Each post must be a minimum of two sentences and a maximum of three paragraphs in length. Read each other's posts and comment on one or more posts with substantive thoughts or cogent questions that will help the writer develop his or her thinking about the subject in question. You must reply to at least one other

student to receive full credit for the week's discussion. There is no minimum word count for the interaction, but short responses such as "I agree!" will not be considered sufficient for full credit.

## **COURSE GRADES**

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows: 100 – 90 points = A 89 – 80 points = B 79 – 70 points = C 69 – 60 points = D Below 60 points = F

Standards for MLIS core courses: **No grade below a C will be credited toward a VSU graduate degree. To be eligible to receive an A in this course, a student must complete every assignment.**

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

## **COURSE EVALUATION**

As a student in this class, you are expected to: (1) read or view all assigned background materials; (2) participate in weekly discussion activities; (3) visit a library several times to examine its collection and policy on collection development; (4) submit all projects on time and according to the format designated by the instructor; and (5) conduct your research and composition according to the rules of academic integrity. See the COEHS Policy on Plagiarism on page 6 and the MLIS Guide to Ethical Conduct at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>.

## **ATTENDANCE POLICY**

All course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

## **COMMUNICATION**

Please post course-related questions that may be relevant to the class on the Ask discussion board. VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all e-mail correspondence related to this course is to be sent using the email client built into BlazeVIEW. Non-course email should be sent to the instructor's regular VSU email address. Students should always use their own VSU email addresses for all VSU related communications. If you are having difficulty learning the subject matter or keeping up with the reading or assignments please contact me immediately. I can't help if I don't know there's a problem, and handling problems earlier rather than later is always better.

## **SUBMITTING WRITTEN ASSIGNMENTS**

All written work must be submitted as instructed on the BlazeView course website using Word formats (.doc or .docx suffixes only) or other formats designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://www.valdosta.edu/administration/it/helpdesk/>. Their telephone

hotline is 229-245-4357. BlazeVIEW is powered by the Desire2Learn (D2L) course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to <https://D2LHelp.view.usg.edu> or call the hotline at 855-772-0423.

## **LATE WORK**

All course work is due inside BlazeView on the date and time indicated on the course calendar (based on the BlazeView clock). Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

## **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](mailto: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>.