Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. *The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.*

College: **COEPD**   Dept/Division: **Curriculum & Instr**   Alpha Designator/Number: **ITL**   ⦿ Graded   ○ CR/NC

Contact Person: **Kimberly McFall**   Phone: **304.746.8975**

NEW COURSE DATA:

New Course Title: Curating Library Materials for Children

Alpha Designator/Number: | I | T | L | | 5 | 0 | 4 | | |

Title Abbreviation: | L | i | b | r | a | r | y | | M | a | t | | f | o | r | | C | h | i | l | d | r | e | n | |

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Addresses selection of material(s) for children in the school library; highlights & addresses strategies to fill curriculum gaps through collection development & curation

Co-requisite(s): ITL 502   First Term to be Offered: Summer 2019

Prerequisite(s): none   Credit Hours: 3

Course(s) being deleted in place of this addition (*must submit course deletion form*):   none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head _Tina L Ale_____ Date _1/29/19_____

Registrar _Sonye A C_____ LIP
28 0101___ Date _1/29/19_____

College Curriculum Chair _____ Date _1/28/19_____
                                   Andrew Burck

Graduate Council Chair _____ Date _____

College: COEPD   Department/Division: Curriculum & Instruction   Alpha Designator/Number: ITL 504

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Kimberly McFall

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

See attached correspondence

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached Syllabus

7. COURSE OUTLINE (May be submitted as a separate document)

See attached Syllabus

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See attached Syllabus

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See attached Syllabus

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See attached Syllabus

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

not applicable

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached Syllabus

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Curriculum & Instruction
Course Number and Title: ITL 504 Curating Library Materials for Children
Catalog Description: Addresses selection of material(s) for children in the school library; highlights & addresses strategies to fill curriculum gaps through collection development & curation
Prerequisites: None
First Term Offered: Summer 2019
Credit Hours: 3

Marshall University Course Syllabus
ITL 504 Curating Library Materials for Children

Course Name	ITL 504
College/Department	College of Education & Professional Development
Semester	Summer 2019
Instructor name and title	Dr. Kimberly McFall
Instructor Email	mcfallk@marshall.edu
Instructor Telephone	304.746.8975
Instructor Office Hours	By appointment
Course Start Date	
Course End Date	
Last Day to Withdraw	

Required Texts

Title	**Resource Alignment: Curriculum Support in the School Library Media Center**
Author(s)	**Lowe, Karen**
Publisher	**Beacon Educational Consulting Services**
Edition	**3rd**
ISBN	**n/a**

Textbooks and materials may be ordered online at the Marshall University Bookstore. Handbook may be ordered at online through Marshall University Bookstore, or directly from author Karen Lowe @ www.karenrlowe.com

INSTRUCTOR BIOGRAPHY
I am an 18-year veteran of the K-12 classroom, having taught Music and Media in Texas, North Carolina, and Arkansas. I earned my Bachelor of Arts from Arkansas State Tech in Russellville, AR, a Masters of Library Science and School Administration Endorsement from Appalachian State University in Boone, NC, an Educational Specialists degree and Doctorate in Educational Leadership from Arkansas State University in Jonesboro, AR.

Course Description:
ITL 504 Curating Library Materials for Children addresses selection of material(s) for children in the school library; highlights & addresses strategies to fill curriculum gaps through collection development & curation
Credit Hours: 3

COURSE OBJECTIVES: The objective of this course is to focus on collection development by introducing resources to evaluate and select children's books (print) and other (non-print) library materials for children to professionals preparing to enter the school library based on the standards provided by the American Association of School Librarians (AASL).

ITL 504 aligns with AASL Standard 2, Standard 4, and Standard 5

Standard 2: Literacy & Reading	Assessed
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 lifelong learning	• Webinar/comparison of book review resources • Genrification of the library • Discussion board
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	• Collection development book orders • Self-Reflection Discussion board • Resource Alignment
Standard 4: Advocacy & Leadership	**Assessed**
• 4.1 Networking with the library community	• Resource alignment • Award Lists • Makerspace & Literacy
Standard 5: Program Management & Administration	**Assessed**
• 5.1 Collections	• Demonstrate ability to evaluate and select materials based on evaluations of materials reviews from different sources • Student Choice: Theme Basket
• 5.1 Collections	• Become familiar with different book vendors and demonstrate how to select quality materials for purchase that enhance student learning and curriculum support for schools

COURSE SCHEDULE, ACTIVITIES AND POLICIES

Dates	Topics and Activities	
Module 1:	Resource Alignment	Genre shelving and Themes using Children's Books
Module 2:	How to address curriculum gaps in the collection	Book orders: • $500 (student choice) • $2500 (Titlewave)
Module 3:	Criteria for selection of diverse materials	Award lists: • State • National • International
Module 4:	MakerSpace & Literacy (pt 1)	Introduction of the New Learner Standards (AASL): aligning Makers with your collection
Module 5:	MakerSpace & Literacy (pt 2)	Copyright & Makerspace using New Learner Standards
Module 6:	Wrap Up/Share Out	Student Reflection

Grading Breakdown

Assignment	Value (Points)
Resource Alignment	100
Book orders	100
Award Lists	100
Makerspace	100
Student Reflection	100

Policies for Due Dates

- All assignments are due on dates listed in syllabus. Late assignments will only be accepted under extraordinary circumstances, and with prior arrangements made with Professor.
- Discussions close at the end of the module and no credit will be given for postings to that discussion after that date.
- You may request an Incomplete grade for the course if you have completed at least 75% of the coursework. You will have once calendar year to submit all assignments so that the incomplete can be resolved and a letter grade posted.
- Absolutely no assignments submitted after 11:59 PM on last day of class will be considered in graded unless prior arrangements for an Incomplete grade have been made with the instructor.

GRADING

Letter	Percentage	Total Points
A	93% - 100%	462-500
B	85% - 91%	423-461
C	75% - 84%	375-422
D	60% - 74%	300-374
F	50% or below	Fewer than 300

COMMUNICATION

- Blackboard Mail tool
- Blackboard Discussion tool
- Email address and phone number noted on first page of the syllabus

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: http://www.marshall.edu/muonline/student-resources/ and http://www.marshall.edu/it/recommendations/).

- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)

- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.

- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.

- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: https://get.adobe.com/reader/) See the Tech Support tab in Blackboard for additional information and links.

- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: http://www.marshall.edu/it/office365/).

- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

- Blackboard Support Center (URL: http://marshall.edusupportcenter.com)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: http://www.marshall.edu/it/departments/it-service-desk/)
  - Huntington: (304) 696-3200
  - South Charleston: (304) 746-1969
  - Email the IT Service Desk (itservicedesk@marshall.edu)

UNIVERSITY POLICIES

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies.

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

STUDENTS WITH DISABILITIES:
Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. Students with disabilities who require accommodations must register with the Office of Disabilities. Additional information is available at http://www.marshall.edu/disability/office-of-disability-services/

ITL 504 Curating Library Material for Children Bibliography

Abercrombie, S. (2018, May 23). Why Do You Need a Collection Development Plan? Retrieved

from https://knowledgequest.aasl.org/why-do-you-need-a-collection-development-

plan/

Alabaster, Carol. Developing an Outstanding Core Collection: A Guide for Libraries. 2nd ed.

Chicago: American Library Association, 2010.

Albitz, Becky, Christine Avery, and Diane Zabel. Rethinking Collection Development and

Management. Santa Barbara, California: Libraries Unlimited, 2014

Baumbach, Donna J. and Linda L. Miller. Less Is More: A Practical Guide to Weeding School

Library Collections. Chicago: American Library Association, 2006

Bishop, Kay. The Collection Program in Schools: Concepts and Practices. 5th ed. Santa Barbara,

California: Libraries Unlimited, an imprint of ABC-CLIO, LLC, 2013.

Jensen, K. (2018, March 21). Putting the Science Back in Library Science: Collection

Development, Diversity Audits, & Understanding Teens – Analyzing Data for Decision

Making. Retrieved from https://www.slj.com/?detailStory=putting-the-science-back-

in-library-science-collection-development-diversity-audits-understanding-teens-

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Lowe, K. R. (2014). *Resource alignment: Providing curriculum support in the school library media

center.* Millers Creek, NC: Beacon Consulting.

McGrath, B. S. (2018, September 11). Love Them or Hate Them, Classroom Libraries Can

Provide Partnership Opportunities. Retrieved from

https://www.slj.com/?detailStory=love-them-or-hate-them-classroom-libraries-can-

provide-partnership-opportunities