

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

**MLIS 7180
Library Services for Patrons with Special Needs
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 (POs)

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: Xiaoi Ren, PhD
Telephone Number: 229-249-2726
Email Address: xren@valdosta.edu
Website: <https://www.valdosta.edu/about/directory/profile/xren>.

Course Description

Disability issues in libraries, with a particular emphasis on visual disabilities. Obtaining funding and providing services for patrons with special needs will be emphasized.

Prerequisite: MLIS 7000 or consent of the instructor.

Required textbooks / Resource Materials

No textbook is required for this class. All class readings are available electronically via Odum Library's collections or course reserve.

Note: Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at:

<http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

Course Objectives (*With alignment to MLIS Program Objectives (POs)*)

Upon completion of this course, the students will be able to meet these **Student Learning Outcomes (SLOs)** by successfully completing the class activities and projects:

SLO 1. Develop an understanding of the information needs and information use of patrons with special needs.

SLO 2. Identify and understand the main issues related to the provision of information services to patrons with special needs.

SLO 3. Describe barriers to information seeking, access, and use that may exist for patrons with special needs.

SLO 4. Develop the ability to design and evaluate library or information service, collection and programs that facilitate information access and use for patrons with special needs.

Course Activities / Assignments / Requirements

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.

Graded Discussions – 10 Points

You will participate in **Two** threaded discussions related to course readings on BlazeVIEW. The discussion board is available to you for two weeks. During that time, you are expected to make meaningful contribution and interact with your classmates.

Community Analysis Report – 15 Points (Due 9/2/2020)

Describe your selected community in terms of the populations with disability that we will be studying in this class.

Library Scan Report – 15 Points (Due 9/16/2020)

Select an academic, public, school, or special library, information center, or museum serving your chosen community, and scan the relevant resources that are available/accessible for patrons with special needs (collections, booklists/pathfinders, programming calendar, handouts, bulletin boards, websites, signage, displays, and library policy etc.).

Needs Assessment Report – 15 Points (Due 11/4/2020)

Describe the needs of the population with disability (what access and information do they need?)

Grant Proposal – 25 Points (Due 11/18/2020)

Research and select a small library grant. Obtain the necessary forms for the grant and complete them along with a grant proposal.

Reflective Paper – 20 Points (Due 12/2/2020)

The final paper is your opportunity to cogently and in a structured manner to reflect upon what you learned this semester and present this information in a well-reasoned document.

Course Grade

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

To be eligible for an **A** in this course, a student must complete *every* assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the **COEHS Policy on Plagiarism** at

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

and the **MLIS Guide to Ethical Conduct** at

<http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf> for more information.

Attendance Policy

Course content is delivered asynchronously according to the course calendar. It is your responsibility to follow the course calendar and participate via BlazeVIEW regularly. It is in your best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Communication

A **Faculty Office** discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. You are expected to subscribe to and read the Faculty Office discussion board regularly. If you have a personal question, please contact me via e-mail first. I will get back to you within 48 hours or sooner. If you would like to speak with me by phone, please schedule an appointment with me via email.

Submitting Written Assignments

All written work must be submitted as attachments to the assignment modules in the BlazeVIEW course website using required formats. The university's Information Technology 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.

Late Policy

All course work is due inside BlazeVIEW on the date and time indicated on the course calendar. Any exceptions must be negotiated in advance. Technological crises are not an acceptable excuse

for submitting work late unless BlazeVIEW is down.

A grace period of 24 hours is offered without penalty (this does not include discussion boards – due to the interactive nature of these, each module’s discussion posts must be completed according to the course schedule). Twenty percent of the assignment grade will be deducted from the student’s score for every additional 24 hours. **The instructor WILL NOT accept work that is more than five (5) days late without prior consent.** If you inform me of extenuating circumstances **before** the deadline, we can work out a solution for submitting a late assignment without penalty. Completely skipping an assignment is not acceptable in graduate school. To receive an A in this course requires completing **every** assignment.

If you have not submitted assignments up to the Midterm in the semester, you are not eligible for an Incomplete at the end of the semester. A grade of Incomplete is also not an option unless a non-academic situation interferes with completion of assignments **after** the option to withdraw without academic penalty passed (**October 15**). You must request withdrawal through the office of the VSU Registrar.

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 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.

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 Farber Hall. The phone numbers are 229-245-2498 (V), and 229-375-5871 (VP). For more information, please visit <http://www.valdosta.edu/access> 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: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 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

<https://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>