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

MLIS 7200
Management of Libraries & Information Centers
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. <u>Technological Knowledge and Skills</u>: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. <u>Reference and User Services</u>: 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. <u>Research</u>: 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. <u>Professionalism</u>. 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. <u>Administration and Management</u>: 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

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COURSE DESCRIPTION

Prerequisite or co-requisite: MLIS 7000. This course is an introduction to the functions of library management and its underlying theoretical concepts. The course provides an overview of the history of management, an introduction to management theory and functions, including planning, leading, organizing, staffing, controlling, budgeting, human resource issues, and an understanding of management as a system involving all staff.

TEXTBOOKS / RESOURCE MATERIALS

Required Text: Moran, B. & Morner, C. (2018). Library & Information Center Management (9th ed.). Littleton: Libraries Unlimited.

Additional readings from the professional and research literature: Selected journal articles and/or other resources are listed on the course calendar, reading list, and in the weekly folders.

Please familiarize yourself with the VSU policy that prohibits the use of the Interlibrary Loan service for obtaining textbooks at https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf.

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

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

SLO 1. Review the administrative process of a library or information center (MLIS PO 1).

SLO 2. Identify budgeting concepts (MLIS PO 1).

SLO 3. Compare leadership principles (MLIS POs 1 & 4).

SLO 4. Recognize management issues for different types and sizes of libraries (MLIS PO 1).

SLO 5. Examine effective personnel practices (MLIS PO 1).

SLO 6. Identify concepts and methods for library assessment and evaluation (MLIS PO 3).

SLO 7. Propose a strategic plan (MLIS PO 3).

SLO 8. Discuss the central research findings and research literature related to library and information center management (MLIS PO 3).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Course activities include a set of readings, assignments (e.g., consultant report, case studies, and group projects), and online discussions. Details for each week are posted in the appropriate folder on the course website. **It is the student's responsibility to check the course calendar, the weekly content folders, and assignment folders for DUE DATES for all class work and for all required and supplemental readings and other materials.** Full descriptions of all required course work are provided in the assignments section of the course website.

Graded Activities: (All assignments are necessary to fulfill requirements for this course.)

Weekly Discussions (SLOs 1-8) 30%
Your posts must be made to the weekly discussion topics during the week the topic is active as described in the assignment details section of the course website. **No grace period for Discussions. Points will not be awarded for posts made after the due date/time.**

Professionalism Self-Assessment 5%
Student will complete a professional behavior self-assessment checklist at the beginning of the semester and near the end of the semester to measure growth in professional skills.

Management Consultancy Project (SLOs 1, 4, 6, 7, 8) 30%
Before beginning this assignment, you must complete the CITI Students in Research Training if you haven't previously completed it in another course. Instructions are found in the Course Resources Folder.

- Client description: You will secure a management client and describe his/her institutional environment and role (MCSP Part 1) 5%
- Management consultant interview report including issue, weakness, or threat and bibliography of relevant literature: (MCSP Part 2) 10%
- Consultant's report to manager: (MCSP Part 3) 15%
- Reaction paper reporting manager's response to your recommendations and your self-assessment of the experience: (MCSP Part 4) 7%

Case Study Analyses (SLOs 3, 4, 5) 20%
There will be two case study analysis assignments. You are expected to suggest the best alternative(s) for resolving the problem and propose an implementation plan if this is appropriate.

Strategic Plan (SLO 6,7) 15%
You will prepare a strategic plan for a real or mythical library as part of a small team.

COURSE GRADES

You 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 and you must earn a grade of B or better to graduate. You must submit every assignment to be eligible to receive an A in this course and to receive credit for the course, and you must successfully complete each assignment marked as "necessary to fulfill requirements for this course."

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

You 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 on page 6 and the MLIS Guide to Ethical Conduct (http://www.valdosta.edu/colleges/education/master-of-library-and-information- science/documents/GuidetoEthicalConductWebversion.pdf).

SUBMITTING ASSIGNMENTS

All assignments (other than discussions) must be submitted as attachments to the appropriate assignment folder in the BlazeVIEW course site using Word formats (.docx or .doc). All written work file names should begin with your last name and first initial and include the assignment name as the file name, for example: AlemanneN_tour.docx The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. Help is available through the IT Help Desk (http://ww2.valdosta.edu/helpdesk/index.shtml or 229.245.4357).

LATE WORK POLICY

All course work is due inside BlazeVIEW on the date and time indicated on the course calendar. Any exception without penalties must be negotiated in advance. Technological crises are not acceptable excuses for submitting work late unless BlazeView is down at the time the work is due.

I don't accept or grade late work because we are moving quickly and covering a lot of material. However, there may be some flexibility in this rule. If you are having trouble completing an assignment, contact me **before** the due date so that we can discuss a possible extension. I will not grade or give credit for discussion activity completed after the due date/time.

ATTENDANCE POLICY

All course activities will be conducted through the course BlazeVIEW site. Course content is delivered asynchronously according to the course calendar. It is your responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. Dr. Alemanne reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in your best interest to log into BlazeVIEW 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 and Answer discussion board. I will communicate with you through BlazeVIEW email, postings and replies in the Ask and Answer discussion board, and BlazeVIEW announcements. **Check these areas at least several times per week (daily is recommended) as you are responsible for knowing all information communicated through these channels.** I am also available by phone; please email me to discuss a time for a phone call that works for both of us.

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. I do my best to answer email and discussion board questions within 24 hours.

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

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

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 through SmartEvals. 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 to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (https://www.valdosta.edu/academics/academic-affairs/sois/).