

LIBM 421/521 : Organization & Administration of the Library Media Center, 3 credits

Black Hills State University
School of Education and Behavioral Science
Fall 2017
Online

Important Dates

Census Date: Last Day to Add/Drop Course without transcript entry – August 31, 2017
Last Day to Drop Course with an automatic “W” – November 3, 2017
IDEA Surveys administered – November 13 – December 1, 2017

Instructor Contact Info

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Office hours: By appointment only

Credit hours

3 semester hours, applicable to Library Media Minor [B.S. Ed (Teaching) and B.S. (non-teaching)] and South Dakota library certification requirements.

Course Description

This course includes the principles of organization and administration of the media center. Some of the problems studied are the standards for media centers, the media center as an educational force, library practices, personnel, supervision of staff, arrangement of library media center, and budgeting.

Method of Instruction

Online lectures, class discussions, student projects including a large final project

Course Requirements

REQUIRED TEXTBOOK: Moorman, John A., editor. Running a small library. 2nd ed. Chicago: Neal-Schuman, 2015.

SUPPLEMENTARY READINGS (assigned): Supplementary reading available through the [library database page](#) in EBSCO eBooks, EBSCOhost and ProQuest will be required. You may have trouble accessing some resources if someone else is using them, so don't wait until the last minute to read these assignments. If you have difficulty finding or logging in to these resources, please let me know early on in the assignment.

SUPPLEMENTARY READINGS (independent): Students will be expected to use independent supplemental readings for class and assignments. Sources should include articles and/or books found in library databases and books and journals available at your local library or through Interlibrary Loan.

ATTENDANCE POLICY: Students will find it difficult to participate in the discussion if they have not been logging into the class and reading assignments, etc. It is recommended that you log into class several times a week in order to keep up with assignments and required posts.

Academic Dishonesty Statement

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Academic dishonesty includes (but is not limited to) plagiarism, copying answers or work done by another student (either on an exam or on out-of-class assignments), allowing another student to copy from you, and using unauthorized materials during an exam. Academic dishonesty is a serious offense and could result in failure on an assignment or course. To the extent possible, all incidents will be resolved in discussions between the student and faculty member. As necessary, the chair and then the dean may become involved to resolve the issue. If academic dishonesty is established, a report describing the incident and its resolution will be filed in the offices of the dean and provost. In cases where a satisfactory outcome is not achieved through this process, students may appeal to the University's Academic Appeals Committee.

Formal procedures for filing a complaint for academic misconduct are in the Student Conduct Code in the Student Handbook. Cheating and plagiarism are defined in Section 2, Part B, 1. Disciplinary sanctions are outlined in Section 3, Judicial Policies.

Make-up Policy

Students are expected to plan ahead for absences to ensure that deadlines are met.

Course Goals

The goal of Organization & Management of the Library Media Center is to provide a theoretical and practical introduction to: 1) library administration; 2) the supervision and management of human and media resources; and 3) evaluation of library service.

Course Objectives [Administrative Rules of South Dakota 24:15:06:17]

- Identify management concerns as they pertain to different types of libraries and understand how the mission of a given library drives all service and management decisions [Unit 1]
- Develop the skills and habits of a manager and professional. [Participation assignment]
- Understand policy making process and examine public service. [Units 2 & 3]
- Understand management issues as they pertain to Collection development, Technical Services, and Library Technology. [Unit 4]
- Examine the issues and procedures related to human resource management [Unit 5]
- Examine the issues and procedures relating to managing physical and fiscal resources [Units 6 & 7]
- Understand budgeting and planning procedures and identify fiscal development opportunities. [Unit 7]
- Understand the economic, political, cultural, and technological influences on the dissemination of information. [Units 1, 2, & 3]
- Understand the possibilities and/or results of cooperative efforts between libraries and other segments of society. [Unit 8]
- Explore development options [Unit 8]

Grading Policy

Class and Participation Assignments will be graded on (a) treatment of topic and attention to detail [90%]; (b) grammar and spelling [10%]

Final Project will be graded on (a) treatment of topic and use of sources [70%]; (b) grammar and spelling [10%]; and (c) effective use of technology [20%]

Grading Scheme A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below

ADA Statement

Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU Disabilities Services Coordinator, Jennifer Lucero, at 605-642-6099 (Library Lower Level 003), fax number 605-642-6478, or via email at Jennifer.Lucero@bhsu.edu for more information.

Additional information can also be found at:

<http://www.bhsu.edu/StudentLife/Learning/DisabilityServices/tabid/162/Default.aspx>

Freedom in Learning Statement

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.

Resources

Information for your papers and projects can be located at the [E.Y. Berry Library](#). Writing help is available at the [Writing Center](#) located in the E.Y. Berry Library.

Technology

For technical assistance with D2L, please contact [Terry Hupp](#) or [Anne Stevens](#). To check your browser compatibility with D2L to ensure proper functionality, use the browser check on the [D2L log-in page](#).

Assignments

Students are responsible for being aware of and meeting all due dates. You must set D2L to your time zone so that it will show the correct due dates and times for your time zone. The instructor is in the Mountain Time Zone and initial times are set accordingly. Assignments are due to the instructor ***by 11 p.m. Mountain Time*** on the date listed in the syllabus. Students may work ahead, and assignments may be handed in early. *Late assignments will result in 5% being taken off your grade for each day the assignment is late.*

Graduate Credit

Students taking this course at the 521 level for graduate credit should contact me early in the semester to discuss addition requirements.

Course Outline

- Mission statements
- Policies & Procedures
- Public Services
- Collection Development & Technical Services
- Staffing
- Facilities & Security
- Budgeting & Planning
- Governance, Partnerships, and Development

Tentative Class Schedule

Unit 1: Introductions and Mission Statements, August 21 – September 10

Unit objective: Get to know your classmates. Understand what a Mission Statement is and how it is important to the operation of our library.

Reading Assignment: Chapters 1-5 and 9 in the textbook. Chapter 3 of *Libraries, Mission & Marketing: Writing Mission Statements that Work* by Linda K. Wallace (available from the E.Y. Berry Library [e-book collection](#)). You will also find sample mission statements in the Appendix of the Wallace e-book that are worth looking at.

Participation Assignments: Post an introduction for yourself. Please tell us about any library experience you have, your reason for taking this class, what you plan to do with your degree, and any personal information that might help us get to know you a bit. **Due August 27 by 11 p.m.**

Post response to prompt in discussion board for Unit 1. You are also expected to read and respond to classmates' posts. **Due September 10 by 11 p.m.**

Project Assignment: Choose two libraries of different types and draft a mission statement for each. You may select real libraries that you know, or you may make them up. Briefly explain each library and the community served and write a mission statement for each. Explain with adequate detail, why you chose to draft the statement the way you did. The statements should reflect the unique qualities of each library. The paper should be 3-5 pages. **Due September 10 by 11 p.m.**

Unit 2: Policies & Procedures, September 11-17

Unit Objective: Understand the importance of documenting policies and procedures and how to develop and administer both.

Reading Assignment: Chapter 7 in the textbook. Visit websites for various libraries of different types and review the policies (if any) that they have posted online.

Participation Assignment: Post response to prompt in discussion board for Unit 2. You are also expected to read and respond to classmates' posts. **Due September 17 by 11 p.m.**

Project Assignment: Select and describe a particular library, either real or one you have created. Choose one policy to write for the library and a set of procedures for that same area. For example: You might determine the policy for setting up library accounts, and then determine a basic procedure setting them up according to policy. Be sure to demonstrate the difference between policies and procedures as well as how the procedures support the policy. The paper should be 3-5 pages. **Due September 17 by 11 p.m.**

Unit 3: Public Services, September 18 – October 1

Unit objectives: Understand the various issues related to serving library users.

Reading Assignment: Chapters 15-17 in the textbook. Visit WebJunction for some ideas and additional resources for your project assignment. This is a free training resource for librarians and includes a page specifically on programing, available at:
<http://www.webjunction.org/explore-topics/programming.html>.

Participation Assignment: Post response to prompt in discussion board for Unit 3. You are also expected to read and respond to classmates' posts. **Due October 1 by 11 p.m.**

Project Assignment: Plan a program for a library of your choice. Describe the library's type, demographic, etc. Demonstrate how the program fits the library's mission. Explain the intended audience. Define a budget, and describe the staffing necessary. Assess the desired outcomes. The paper should be 3-5 pages. **Due October 1 by 11 p.m.**

Unit 4: Collection Development & Technical Services, October 2-15

Unit objective: Become acquainted with the various aspects of Collection Development and Technical Services in the library.

Reading Assignment: Chapters 18-22 in the textbook.
Harris, Christopher. "Fact or Fiction? Libraries Can Thrive in the Digital Age." *Phi Delta Kappan*, vol. 96, no. 3, Nov. 2014, pp. 20-25. (Available from the [E.Y. Berry Library digital resources](#) page via Academic Search Premier).

Participation Assignment: Post response to prompt in discussion board for Unit 4. You are also expected to read and respond to classmates' posts. **Due October 15 by 11 p.m.**

Project Assignment: Visit a library near you and perform a collection analysis for one small section. This may be an age level, genre, range of non-fiction, or particular type of media. Assess the age of the collection, relevance to the demographic served, and organizational structure. Select 5 items that could be weeded and explain why. Suggest 5 items to add and why. The paper should be 3-5 pages. **Due October 15 by 11 p.m.**

Unit 5: Staffing, October 16-29

Unit objective: Understand the issues and procedures involved in managing human resources.

Reading Assignment: Chapter 8 in the textbook.

Participation Assignment: Post response to prompt in discussion board for Unit 5. You are also expected to read and respond to classmates' posts. **Due October 29 by 11 p.m.**

Project Assignment: To prepare for this assignment review library job announcements on library association websites.

Possible websites:

MPLA <http://www.mpla.us/>

PNLA <http://www.pnla.org/jobs>

Then create or describe a library setting. You may use a fictional setting or a real one. Select a staff position, it may be one to which you aspire or one for a staff member that you need. There are three parts to this assignment: 1) write a job description 2) write an advertisement for the position described 3) and create a list of interview questions selecting questions that are meaningful to your described setting. The total assignment should be 2-4 pages. **Due October 29 by 11 p.m.**

Unit 6: Facilities & Security, October 30 – November 12

Unit objective: Be able to evaluate a library's physical and online presence for safety, security and convenience of use.

Reading Assignment: Chapter 10, 23-24 in the textbook.

Participation Assignment: Post response to prompt in discussion board for Unit 6. You are also expected to read and respond to classmates' posts. **Due November 12 by 11 p.m.**

Project Assignment: Assess an actual library facility for ease of use, appropriateness for its audience, as well as safety and security factors for users, staff, and collection. In addition, I would like you to take a look at that same library's online presence and determine whether it is easy to navigate and meets the needs of the users. Provide enough detail about the library you are writing about to provide context for the assessment. The paper should be 3-5 pages. **Due November 12 by 11 p.m.**

Unit 7: Budgeting & Planning, November 13 – 26

Unit Objective: Understand budgeting process and fiscal concerns

Reading Assignment: Chapter 6 in the textbook.

Participation Assignment: Post response to prompt in discussion board for Unit 7. You are also expected to read and respond to classmates' posts. **Due November 26 by 11 p.m.**

Project Assignment: Using a real library or one of your own creation, plan your action in the following situation: It has been 15 years since any significant changes have been made in your library facility. A donor has given you \$10,000 to go toward updating your facility. Explain what you would do and why. Review vendor websites for furniture and equipment. Create a budget for the project. Your plan and budget should be detailed. If you can prove a need, you may be able to get another \$5,000 from the donor. So include some contingency plans and support them. Assignment should be 3-5 pages. **Due on November 26 by 11 p.m.**

Unit 8: Governance, Partnerships, and Development, November 27 – December 3

Unit Objective: Understand the economic, political, cultural, and technological influences on the dissemination of information. Understand the possibilities and/or results of cooperative efforts between libraries and other segments of society.

Reading Assignment: Chapters 11-14 in the textbook.

Participation Assignment: Post response to prompt in discussion board for Unit 8. You are also expected to read and respond to classmates' posts. **Due December 3 by 11 p.m.**

Quiz: Available November 27 – December 3

Additional Assignments

Participation Assignment: In addition to regular participation in discussions regarding the unit topics, you will have an additional participation assignment. Part of being a professional is keeping up with current issues and trends in your field. Throughout this course you need to monitor current journals, then initiate a discussion about what you have read on the Desire to Learn (D2L) discussion board. A discussion board will be set up for this purpose, and your post should be titled in a way that makes your topic clear. **Your post initiating the discussion should be posted no later than November 19 by 11 p.m.** Each student will then need to post to your discussion. Please be kind to all of us and don't wait until the last minute. Remember that you too will have to read responses and may wish to reply. **Read and respond to each discussion by December 13.**

Final Project: Students will choose a topic and create a training presentation for either staff or library users. You can select any topic of your interest, some *examples* are: Diversity training, ADA compliance, Privacy issues, a technology application, etc. Brainstorm and come up with a topic that is of interest to you or pertinent in your current situation. You will write a script and create a visual presentation. The script should be complete and when presented should take 7-10 minutes. Your presentation can and should take less time to page through than it does to read your entire script. You may use PowerPoint, Prezi, a screencast, or other medium of your choice as long as it demonstrates the topic clearly in a visual way and accompanies the script appropriately. It must also be easily accessible to the entire class through a link or attachment. You will submit the script to the instructor and mount the PowerPoint presentation for the class to view. You will be expected to view the other student's presentations. **Due December 10 by 11 p.m.**

Recommended publications to monitor, available from the [library database page](#):

EBSCOhost – Publications

- Library Journal
- American Libraries
- Computers In Libraries
- Knowledge Quest

ProQuest - Publication

- Library Leadership & Management
- Library Journal
- School Library Journal
- Computers In Libraries