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

MLIS 7540
Integrated Library Management Systems
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/education careers/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 COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

Instructor

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Course Description

Introduction to fundamental concepts of library management systems, with an emphasis on integrated library systems and electronic resource management systems. Topics include aspects of managerial practices related to planning, selection, and implementation of library management systems.

Required Textbooks / Resource Materials

Title: *Integrated Library Systems: Planning, Selecting, and Implementing*
Edition: First
Publisher: Libraries Unlimited
Year: 2010
Authors: Webber, D., and Peters, A.
ISBN 10: 1591588979
ISBN 13: 978-1591588979

There are also required, supplemental readings to cover broad areas of integrated library management systems. It is expected that each student will have the ability to download and open up both PDF files and MS Word files.

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

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Evaluate components and features of library management systems.
2. Describe all the steps and processes involved in purchasing and implementing library management systems.
3. Identify managerial issues involved in library management systems.
4. Discuss trends in library management systems.

Course Activities

This is a web-delivered course. All other course communications, activities, and materials will be available exclusively through the BlazeVIEW web site and require weekly checks for assignments. Class activities include a set of readings, streaming videos, assignments, and asynchronous online discussions.

Details for each learning module are posted in the appropriate folder on the course website. It is the student's responsibility to check the course calendar for DUE DATES for all class work and the weekly folders and assignment folders for all required and supplemental readings and other materials.

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Evaluation of Discovery Tools - 20% of Course Grade [Objective(s): 1]
   Evaluate features and functionalities of selected Discovery Tools.

2. Comparison of Integrated Library Management System Products- 20% of Course Grade [Objective(s): 1]
   Compare and evaluate the features of the selected library management system.

3. Technology Plan RFP- 20% of Course Grade [Objective(s): 2, 3]
   Working in a group, describe the planning process for a new integrated library management system and

4. RFP - 25% of Course Grade [Objective(s): 2,3]
   Prepare a RFP for library management system vendors.

5. Topic Discussions & Activities- 15% of Course Grade [Objective(s): 1, 2, 3, 4]

Course Evaluation - Grading Scale

A: Excellent work - among the best at the graduate level (90%+ of possible points)

B: Satisfactory work - better than average work at the graduate level (80%-89%)

C: Honest attempt – needs moderate to major revision to be satisfactory (70%-79%)

D: Unsatisfactory, perfunctory, or missing work (60%-69%)

F: Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

To be eligible to receive an A in this course requires completing <u>every</u> assignment.

Polices Affecting This Course

<u>Course Policy on Late Submissions</u>: Late work automatically will drop 10% of the assignment's value for each day it is late.

<u>Students in this course are expected to</u>: 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* 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

Withdrawal
You may drop the course without academic penalty on or before the official withdrawal date.

Technical Requirements
All assignments must be submitted using computer programs that are compatible with VSU supported products. MS Office 2010 is officially used by the VSU faculty and administration. For word processed documents, Microsoft Word 2010 is the required format. If you are using a lower version of Word or some other word processor, you are responsible for converting your documents to Microsoft Word 2010 compatible format (.doc or .docx). Work submitted in non-compatible formats will not be accepted and will not be graded. 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.

Grammar, punctuation, and spelling count. Use spell check. *The Publication Manual of the American Psychological Association*, 6th Edition, (APA manual) is the required style manual for all class work unless otherwise specified. Formatting and professional writing style counts. Use active voice in your writing.

Communication

Faculty Office discussion board: The 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. Please read the faculty office discussion board regularly. If you have a personal question please send it to me via BlazeView course e-mail. By institutional policy, instructors are asked to communicate with students online through VSU accounts (BlazeView and VSU Email).

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

MLIS Guide to Ethical Conduct

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

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.

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office 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 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.