

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

**MLIS 7250
Human Resources Management
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 (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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Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

COURSE DESCRIPTION

Prerequisite or co-requisite: MLIS 7200 or consent of the instructor. A comprehensive look at issues that shape the nature of human relations in libraries. Topics include staff recruitment and development, diversity, equal opportunity, performance evaluation, and legal requirements.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Pynes, Joan E. Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach (Essential Texts for Nonprofit and Public Leadership and Management). 4th ed.. San Francisco, California: Jossey-Bass, 2013. ISBN-10: 11839629.

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/mlis/student_resources/documents/ILL_Textbooks.pdf

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.

COURSE OBJECTIVES (with alignment to MLIS Program Objectives)

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

SLO 1: Explain the context of human resources within the library setting. (ALA Core Competence 8, MLIS PO 3,4)

SLO 2: Define standards for creating diversity and equal opportunity in libraries ((ALA Core Competence 8, MLIS PO 1, 4)

SLO 3: Understand current human resources practices and needs (ALA Core Competence 8, MLIS PO 1,4)

SLO 4: Explore the major changes, problems and issues now confronting human resources managers (ALA Core Competence 8, MLIS PO 3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Case Studies Analyses: (20 points) There are two (2) case study analysis assignments (10 points each). For each assignment, you will analyze the case and address the issues per the assignment document. ***Full details of this assignment are found in the Assignments folder.***

Discussion Board: (30 Points) During the semester, six (6) discussion/interactive activities will be posted. Students will interact with the instructor and classmates by posting to the Discussion Board. ***Please see the Discussion Board document for full details.***

Course Project: (30 Points) Students will select a library and obtain a copy of the library's personnel policies. Students will write an analysis that evaluates the selected library's human resources policies and procedures. ***Full details of this assignment are found in the Assignments folder.***

HR Topic Paper: (20 Points) Students will select a human resources topic from a list provided and will research the topic and write a discussion about the topic (6-10 pages). ***Full details of this assignment are found in the Assignments folder.***

REQUIREMENTS:

Interactive/ Discussion Board	30%
Case Studies	20%
Course Project	30%
HR Topic Report	20%

General Grading Scale:

- A** Excellent work seen at the graduate level
- B** Satisfactory work—better than average work at the graduate level
- C** Honest attempt—needs moderate to major revisions to be satisfactory
- D** Perfunctory or missing work

Final Grading Scale:

- A** Always satisfactory, often excellent
- B** Mostly satisfactory, occasionally excellent
- C** Sometimes satisfactory, often perfunctory, late or missing
- D** Rarely satisfactory, often late or missing
- F** Lacking even an attempt to learn or do, dishonesty, plagiarism

NO grade below a C will be credited toward a VSU graduate degree. To be eligible to receive an A in the course, a student must complete **every** assignment.

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

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* 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>).

Communication

A course 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 read the Faculty Office discussion board regularly. If you have a personal question, please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by phone, please email your request and a convenient time will be arranged.

Submitting written assignments

All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word formats (.doc or .docx suffixes only). 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: SuddethJ_Article1.docx 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://ww2.valdosta.edu/helpdesk/index.shtml> The 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 without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due. **There is no grace period for any assignments.***

A late penalty of 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Mondays unless otherwise noted). ***If you need additional time to work on an assignment or if you have a scheduling conflict, you must contact your instructor BEFORE the assignment is due to discuss your situation. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.***

ATTENDANCE POLICY

Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via the class website as indicated at the appropriate times. It is in the student's best interest to log into the D2L Blazeview course delivery system daily to check for announcements and e-mail messages related to the course.

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.

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 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](#).