

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

**MLIS 7230
Special Libraries and 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. **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 VSU 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

Name: Anita Ondrusek, PhD

Telephone Number: 229-630-5645

Email Address: alondrus@valdosta.edu

Office Hours: Wednesday, 2-5 pm by phone, or any day by appointment

COURSE DESCRIPTION

An examination of the contexts and administrative functions of special libraries and information centers. Management policies and practices, user services, technical services, collections, facilities, and outreach are addressed. Prerequisite or corequisite: MLIS 7200 or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

The purchase of a commercial textbook is not required for this course. The instructor provides ClassNotes that will serve as background for assignments. Print these out and organize them into a notebook.

COURSE OBJECTIVES (with alignment to MLIS Program Objectives on page 2 of this syllabus)

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

- SLO 1. Describe the characteristics unique to special libraries and information centers, including their functions, purposes, policies, services, organizational structures, and ethical obligations. (PO 1)
- SLO 2. Identify the basic financial management responsibilities in special libraries and information centers, focusing on expenditures, budgeting, and revenue generation. (PO 1)
- SLO 3. Recognize methods used by information providers in special libraries and information centers to fulfill the distinctive information needs of their clientele. (PO 1, PO 3)
- SLO 4. Apply principles of outreach within the framework of a special library or information center. (PO 1, PO 3)
- SLO 5. Explore avenues for professional and institutional development available to information professionals in special libraries and information centers. (PO 1, PO 4)

COURSE SUMMARY

This course is one optional elective for fulfillment of the Management Track. Although special libraries and information centers provide the context for its content, the course also allows the use of a special collection, an archive, or a historical society for the basis of projects if there are elements of special library management in those facilities (e.g., a director, a reporting structure, a budget, and special housing for the collection).

The following list is a brief overview of the activities 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.

Assignments in Brief

Special Library Case Study	(PO 1)	10 points
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Use the case study in the PowerPoint presentation located in the BlazeVIEW content module on "What Makes a Library 'Special'" to analyze the characteristics of a special library. Follow the guidelines in the Week 1 content folder for incorporating your analysis into a job description that fits the case study. Post your itemized analysis and job description to Discussion Board 1.

Special Library Crawl (PO 1)		10 points
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Select nine (9) special libraries from the list of links in the BlazeVIEW content module on "Types of Special Libraries." Visit the websites. Follow the guidelines in the Week 2 content folder for annotating each website. End your list with a tenth site for a facility in your city or county that fits the description of a special library – one that you would like to visit and where you could gather information for your observation report. Post your annotated list to Discussion Board 2.

A Special Librarian Scholarship	(PO 1)	10 points
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Study the assigned materials from the BlazeVIEW content module on "What Special Librarians Do." Based on what you learned about special librarians' competencies, work roles, discipline-centered specialties, and strategic thinking, create a list of qualifiers for selecting the recipient of a special library scholarship and pick an appropriate honoree as its namesake. Follow the guidelines in the Week 3 content folder for justifying your choice. Post your criteria and justification for the namesake to Discussion Board 3.

Enroll in a Community of Practice (PO 4)**Required, not graded**

You will be expected to contribute ongoing posts to a discussion board listed under the topic labelled “Communities of Practice in Special Libraries.” Find the Community of Practice on the discussion board that fits the library type you plan to visit and observe. Enroll yourself during the week designated on the Course Calendar after you receive approval from Dr. Ondrusek for your proposed field site.

Assembling Contact Documents for Your Field Site Mentor (PO 4)**5 points**

Once your field site is approved, create a cover letter that summarizes your background and clarifies how you want observing at your field site to further your professional goals. Dr. Ondrusek will provide feedback on your letter and a document that describes this project to your prospective mentor. The Week 4 content folder contains more explicit guidelines on how to handle this initial contact. You **MUST** complete CITI Compliance Training in Week 4 as well. Once completed, you may begin mutually planning with your mentor on how you want to communicate with each other and the best time(s) for you to visit the site, observe operations, and interview the head of the facility.

Defining Elements of Your Community of Practice (PO 1, PO 3, PO 4)**20 points**

You will find resources in the Community of Practice Information Center on BlazeVIEW – it’s a separate content folder. Start your research there based on the professional Community of Practice in which you enrolled. Your first step will be to obtain a copy of a monograph (book) from the Recommended Monographs Booklist in the Community of Practice Information Center folder. Use this to educate yourself on the elements that define the specialization you have chosen. Complete the Worksheet included in the Weeks 5-6 folder and post it to the Assignments tool. Dr. Ondrusek will post highlights to your Community of Practice discussion board. To earn full credit for this assignment, submit comments on the those highlights to your CoP discussion board.

Observation and Interview Report for Your Field Site (PO 1, PO 3, PO 4)**20 points**

Create a report reflective of your observations and interview conducted in the facility you chose for this project that includes an overview of the environment along with its administrative organization and user base. Check the Assignment Calendar and Weeks 7-8-9 content folder for further materials and guidelines.

Self-Development Project (PO 1, PO 3)**15 points**

You may either continue your learning about the specialized type of library, collection, or center that you chose for your community of practice OR you may choose a different type of special library or information center as the basis for this project. The proposed project should accentuate the value of the special library type you chose to its clientele and should conclude with a statement on the project’s potential role in outreach. Check the Assignment Calendar and Weeks 10-11-12 content folder for further materials and guidelines.

Community of Practice Communications, Reflections, and Interactions (PO 4)**10 points**

Under the Community of Practice forum: 1. Submit a CoP Reflection to your groupmates reflecting upon your field visit/observation experience. 2. In a CoP Interactions post, comment upon salient similarities and differences between two work settings selected from the CoP Reflections, one from your community of practice and one from a community of practice different from yours. 3. Post a copy of your resume that includes an entry accentuating the special library experience you gained from your field site observations and self-development project. Dr. Ondrusek also posts copies of the self-development projects. These submissions are to be completed during Weeks 13-14.

COURSE EVALUATION

Course Grades

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

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – Fewer than 60 points

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 5 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.

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 instructors in person or by telephone, please contact us during office hours.

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. BlazeVIEW uses the Desire2Learn (D2L) courseware, and D2L offers a hotline 24/7 at 855-772-0423.

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.

All due dates for discussion posts and written assignments have a grace period of 24 hours without penalty. After 24 hours, late deductions will accrue. **The instructor WILL NOT accept work that is more than five (5) days late unless a notice of extenuating circumstances is provided before the deadline.** Completely skipping an assignment is not acceptable in graduate school. To receive an A in this course requires completing **every** assignment.

REQUESTS FOR INCOMPLETES AND WITHDRAWALS

Requests for withdrawing from a VSU course without academic penalty must be submitted to the office of the VSU Registrar before the midterm deadline (March 14). 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 only an option when a non-academic situation interferes with completion of assignments due after the option to withdraw at midterm without academic penalty has passed. It must be approved by the instructor before the last day of class (May 6). Requests for late withdrawal (hardship situations that interfere with meeting assignment requirements after midterm) must be directed to the Dean of Students, Mr. Daryl Lowe (dalowe@valdosta.edu) at (229-333-5941).

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 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 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/>.