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

**MLIS 7260**
**Leadership in Libraries & Information Centers**
**Three Semester Hours**

## Guiding Principles (DEPOSITS)

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

**D**ispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**E**quity Principle: All learners deserve high expectations and support.

**P**rocess Principle: Learning is a lifelong process of development and growth.

**O**wnership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**S**upport Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**I**mpact Principle: Effective practice yields evidence of learning.

**T**echnology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**S**tandards 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 7200 or consent of the instructor.*** An introduction to leadership theory, principles, and practices. The course provides an overview of the relationship between leadership theory and the effective practice of leadership as well as an understanding of the competencies required of effective leaders in today's libraries and information organizations.

**REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Padilla, Art. (2013) 0. Leadership: Leaders, Followers, Environments. Wiley.
ISBN 978-0-470-90720-7 (pbk.)
(This book is available as an e-book which is acceptable for this course.)

**COURSE OBJECTIVES (*with alignment to MLIS Program Objectives*)**
Upon completion of this course, the student will be able to:

SLO 1. Discuss the theoretical concepts and principles of leadership
  *(ALA Core Competences 7, 8 MLIS 1,4)*

SLO 2. Discuss the practical side of leadership skills in library and information centers
  *(ALA Core Competences 7, 8, MLIS 1,4)*

SLO 3. Discuss competencies of effective leadership in library and information centers
  *(ALA Core Competences 7, 8, MLIS 1,4)*

SLO 4. Discuss key leadership traits and the impact on followers
  *(ALA Core Competence 6, MLIS 3,)*

SLO 5. Incorporate knowledge of leadership ethics
  *(ALA Core Competences 4,7, MLIS 1,4)*

SLO 6. Use relevant documentation and citation tools.
  *(ALA Core Competence 3, MLIS 3)*

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

***Leadership Learning Activities:*** *(40 points; 4 assignments 10 points each)*
Leadership topics with associated activities from your readings will be assigned during the semester.
***Full details for completing the learning activities are found in the Leadership Leading Activities Document in the Course Documents folder.*** Other posts involving interacting with the instructor and your classmates will be announced.

***Leadership Project (Interview & Essay): (30 points)***
You will choose an individual you consider a professional leader and arrange an interview to gain information you will share with this class in a presentation. The content of the interview will focus on the individual's leadership skills and why you have chosen him/her as a leadership model applicable to leadership in library and informational science. ***Full instructions for this assignment are found in the Leadership Project Instructional Document in the Course Documents folder.***

***Leadership Project (Presentation): (30 points)***
You will introduce the leader you interviewed in a presentation to the class via Blackboard Collaborate. ***Full instructions for this assignment are found in the Leadership Project Instructional Document in the Course Documents folder.***

**COURSE EVALUATION:**

Leadership Learning Activities      40 points (4 assignments)
Leadership Project Interview/Essay    30 points
Interview Project Presentation      30 points

**Grading Scale:**
Course grades will be awarded as follows:

| | | |
|---|---|---|
| A: 90 - 100 points | **A** | Always satisfactory, often excellent |
| B: 80 - 89 points | **B** | Mostly satisfactory, occasionally excellent |
| C: 70 - 79 points | **C** | Sometimes satisfactory, often needs revisions |
| D: 60 - 69 points | **D** | Rarely satisfactory, often perfunctory, late or missing |
| F: fewer than 60 points | **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 for 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 citation. 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 for an assignment, ask for clarification.*

## ATTENDANCE POLICY

This is a web-based course, with no required face-to-face meetings. Synchronous online chat sessions may be scheduled in consultation with the students.

## 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*

## 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 http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.