COURSE INFORMATION

Course Description
LIS 646 examines historical development of academic libraries and their roles in higher education. Topics considered include the environment of academic libraries, organization and management needs of client groups, information resources and services provided clients; and issues, trends, and developments in academic libraries. Prerequisites: LIS 601 and LIS 602 or consent of instructor.

Course Objectives
1. Understand the evolution of higher education in the U.S. and the transformation of scholarship.
2. Understand, discuss and analyze a variety of complex issues facing academic libraries.
3. Understand the teaching, service, collecting, preservation, and access roles and functions of academic libraries.
4. Understand the management issues of academic libraries, including but not limited to leadership, recruitment and retention, budgeting, and balancing support between instruction and research.
5. Recognize the importance of academic library standards and guidelines.
6. Understand and appreciate the role of professional associations of interest to academic libraries.
7. Demonstrate familiarity with literature of specific interest to academic libraries.
Required Text

Additional readings will be required as outlined in the course schedule and the Week-by-Week section of Blackboard. These readings will generally be available online and will not require the use of print reserves.

STUDENT EVALUATION

Grading Scale

\[
\begin{align*}
[90\% - 100\%] &= \text{A (Exceptional Achievement)} \\
[80\% - 89\%] &= \text{B (High Achievement)} \\
[70\% - 79\%] &= \text{C (Average Achievement)} \\
[0\% - 69\%] &= \text{E (Failing)}
\end{align*}
\]

Assessments

- Library Profile/Problem Project 25%
  - Part I: Institutional Profile
  - Part II: Community Profile
  - Part III: Library Profile
  - Part IV: Librarian Profile
  - Part V: Problem Description
- Program/Grant Proposal 25%
- Final Exam 30%
- Class Discussion 20%

Participation

As you will notice above, participation accounts for a substantial portion of your grade for the course. This class is organized in a seminar format, which means that its success is highly dependent on your informed, engaged participation in class discussions. I take the assignment of this grade very seriously. I have included a rubric at the end of this syllabus that will be used to assess your overall participation for the semester. It should be used as guidance, rather than as a set of rules.

As instructor, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors. Otherwise, students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).
Absences/Attendance
Attendance in an online environment is critical to the overall success of the course. Online attendance is measured by logins to Blackboard and by participation in the discussion forums. An average of 2.5 hours per week should be spent engaged in this activity. Our week is officially defined as Friday – Thursday. One absence is constituted by a lack of activity for a week. Face-to-face sessions are optional. Unexcused absences for online attendance will affect your grade for class participation. *Unexcused absences in excess of 15% of the course "meetings" will lower your maximum possible grade for the course to a C.* Acceptable reasons for non participation include illness or bereavement; it is the school's policy NOT to grant incompletes (I) for reasons other than these.

The Challenges of the Online Environment
While learning in an online environment may be convenient, it presents a number of unique challenges. You will need to prepare yourself for them.

**Technological challenges:** You know the old adage: what can go wrong will go wrong. Expect it and plan for it. Never put off things until the last minute because technology may fail you. Give yourself plenty of time to work around technological bumps in the road. Technological failure is not an acceptable excuse for late work. You’ll also need patience and a sense of humor to work through the inevitable glitches.

**Self-discipline:** Because we will not be meeting each week, it can be surprisingly easy to forget about your online course. If you are like me, time whizzes by without my realizing how quickly it has gone. I highly recommend scheduling yourself for several regular times a week to "meet" with the class. Treat these meetings just as you would face-to-face meetings – only missing them in an emergency – and you will find it much easier to keep up with the course.

**Reading:** Because you are not attending lectures, you will be learning primarily through reading. Thus, the reading load is much heavier than it might be in a traditional setting. Your class “discussions,” “course content,” instructions for assignments, and supplemental readings are all text-based. For some of you, this will be challenging and will require patience and tenacity. I am always here to help you and happy to answer any questions you have. I only ask that you carefully read instructions, notes, texts, and assignments thoroughly before asking for clarification. I also recommend that you make some real-time connections with a few of your classmates who live near you. Try scheduling, for example, some live discussions and exam study sessions. You will find building a small community of co-learners will ease the isolation and strain of learning exclusively online.
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text Chapters</th>
<th>Additional Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Colonial History - 1945</td>
<td></td>
<td>Atkins1; Smith; Higley; Holley; B.Young</td>
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<td>2</td>
<td>History from 1945</td>
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<td>Atkins2; Tourjee &amp; Harris; A. Young</td>
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<td>3</td>
<td>Culture of Higher Education/</td>
<td>1 (p. 1 – 13)</td>
<td>AAUP Policy</td>
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<tr>
<td>4</td>
<td>Scholarly Communication</td>
<td>3</td>
<td>Case</td>
<td>Profile: Part I</td>
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<tr>
<td>5</td>
<td>Public Perceptions</td>
<td>4</td>
<td>Students Bill of Rights Boyer Report</td>
<td></td>
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<tr>
<td>6</td>
<td>Governance</td>
<td>5</td>
<td></td>
<td>Profile: Part II</td>
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<tr>
<td>7</td>
<td>Organization &amp; Management</td>
<td>6</td>
<td></td>
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<tr>
<td>8</td>
<td>Money</td>
<td>7</td>
<td></td>
<td>Profile: Part III &amp; IV</td>
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<td>9</td>
<td>Grant Writing</td>
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<td>10</td>
<td>Collections</td>
<td>8</td>
<td></td>
<td>Full Profile with Part V</td>
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<td>11</td>
<td>Electronic Information</td>
<td>9</td>
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<tr>
<td>12</td>
<td>Research</td>
<td></td>
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<td></td>
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<tr>
<td>13</td>
<td>Instruction/ The Internet Generation</td>
<td>10</td>
<td></td>
<td>Program &amp; Grant Proposal</td>
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<tr>
<td>14</td>
<td>The Profession</td>
<td>11</td>
<td>Werrell &amp; Sullivan; Atkins6</td>
<td></td>
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<tr>
<td>15</td>
<td>The Future</td>
<td>12</td>
<td></td>
<td></td>
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<tr>
<td>Finals</td>
<td>Final Exam</td>
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<td>Final Exam</td>
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TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)
http://www.uky.edu/TASC/; 859–257–8272

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859–257-1300

Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLSS

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257–0500, ext. 2171; long-distance phone number: (800) 828–0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://www.uky.edu/CIS/SLIS/academics/policies.pdf
Rubric for Discussion Participation

Discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. The following rubric will be used to assess the overall quality of and assign a grade to your discussion contributions during the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable E Level</th>
<th>Acceptable C level</th>
<th>Good B Level</th>
<th>Excellent A Level</th>
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</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Consistently participates less than 2 times per week.</td>
<td>Participates 2 times and/or postings are on the same day.</td>
<td>Participates 3 – 4 times and/or postings are not distributed throughout week.</td>
<td>Participates 3 – 5 times throughout the week.</td>
</tr>
<tr>
<td>Initial Topic Posting</td>
<td>Posts lack thought and preparation.</td>
<td>Posts adequate topic discussion with basic thought and preparation; and/or doesn’t address the topic fully.</td>
<td>Posts well developed discussion that addresses the topic fully and demonstrates high levels of thought and preparation.</td>
<td>Posts unusually insightful and well developed discussion that demonstrates an engagement with the material beyond typical levels of thought and preparation.</td>
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<td>Follow-Up Postings</td>
<td>Posts few or superficial follow-up responses to others (e.g., simply agrees or disagrees); does not enrich discussion.</td>
<td>Posts basic follow-up responses and makes a moderate contribution to discussion</td>
<td>Elaborates on existing postings with further comment or observation, enriching the discussion.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
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<tr>
<td>Content Contribution</td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td>References &amp; Support</td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
</tr>
<tr>
<td>Etiquette, Clarity &amp; Mechanics</td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in courteously but with occasional lack of clarity and/or some errors mechanics.</td>
<td>Communicates clearly and collegially with only minor mechanics errors.</td>
<td>Postings are collegial, clear, concise and free of mechanics errors.</td>
</tr>
</tbody>
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