REQUEST FOR ADDITION OF NEW COURSE

Department: Library & Information Science  
College: Human Sciences and Education  
Date: 10-23-16

PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>LIS 7705</th>
<th>Title</th>
<th>Introduction to Museum Management</th>
</tr>
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<tbody>
<tr>
<td>Short Title (≤ 19 characters)</td>
<td>INTRO</td>
<td>MUSEUM</td>
<td>MGMT</td>
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<tr>
<td>Semester Hours of Credit</td>
<td>3</td>
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<td>Lecture:</td>
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<tr>
<td>Lab/Sem/Rec:</td>
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<tr>
<td>Credit will not be given for this course and:</td>
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Course Type (Indicate hours in the appropriate course type.)

Lecture 3  
Lab ____________  
Seminar ____________  
Recitation ____________  
Lec/Rec ____________  
Lec/Sem ____________  
Lec/Lab ____________  
Res/Ind ____________  
Clin/Pract ____________  
Intern ____________

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 30

Grading System: Letter Grade X  
Pass/Fail ____________  
Final Exam: ** Yes ____________  
No X

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

LIS 7705 Introduction to Museum Management (3) Introduction to the purpose, functions, organization and management of museums.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes ____________ No X
Will additional space, equipment, special library materials or other major expense be involved? Yes ____________ No X

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?
SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date 10-23-16  
College Faculty Approval Date 11-14-16

Department Chair Signature: [Signature]  
(date) 11-14-16

Graduate Dean Signature: [Signature]  
(date) 11-23-16

College Dean Signature: [Signature]  
(date) 11-30-16

Chair, FSC & C&C Committee: [Signature]  
(date) 12-13-16

Casey Bennett / cbenne5@lsu.edu  
College Contact: E-mail

Academic Affairs Approval: (Date)
Proposed course LIS 7705 Introduction to Museum Management

Justification:
This course has been successfully offered as special topics more than 3 times. It is an elective for both archives and cultural heritage specializations, and is one of the only museum courses offered in Louisiana. The course has made each time it was offered and received good course evaluations.

Justification for no final exam:
This course is an online course which requires a major paper as the final product. This paper incorporates the principles and theories covered in the course and requires students to critically analyze an additional topic in the field.
Catalog Description: Introduction to the purpose, functions, organization and management of museums.

Course Description: This course is an overview of museum studies that introduces students to the purpose, functions, organization and management of museums. Students will gain an understanding of museum issues in the 21st century across the spectrum of museum types. Key themes emphasized in the course are management of museums' collections, including ethical and legal issues, policies, documentation, interpretation, and the relationships between museum mission and collection management, education, and sustainability.

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

- Demonstrate an understanding of the history and organization of museums.
- Discuss critically the role and relationship among the museum's primary functions of collecting, preserving, and interpreting.
- Discuss current issues in the philosophy of museums, museum missions, representing the past, interpreting cultural objects, interpreting the biological and physical world, and the role of museums in society.
- Identify key ethical issues in museum work that relate to collections, preservation, interpretation, and social justice education.
- Describe basic administrative operations, including budgeting, development, planning, facilities management, public dimension, governance, evaluation, and leadership.
- Describe the basic operations for museum collection management
- Describe key museum education responsibilities.
- Locate the basic museum studies literature, principal museum organizations, and museum reference sources including on-line resources.
- Identify personal goals and aspirations as a museum professional

Course requirements: To achieve these objectives, students are expected to:

- Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus.
- Turn in all assignments by the deadlines listed in the syllabus
- Read the assigned texts and selected items from the professional literature
- Complete assignments as outlined in the syllabus

Evaluation Methods
Successful completion of the course will require approximately three hours of work for each credit hour. Students in this three-credit course should expect to spend nine hours a week on class work and preparation.

Grading Policies

Grades will be based on:

- Class participation: 20%
- Quiz 10%
- Written Assignments: 25%
- Mid Term Exam 20%
- Final Paper 25%
- Total 100%
Grading Scale
99-100% A+
93-98% A
90-92% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
73-76% C
70-72% C-
67-79% D+
63-66% D
60-62% D-
0-50% F

Academic Integrity
All work submitted for this course must be your own work. In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University’s Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at: http://www.lsu.edu/judicialaffairs

Information for Students with Disabilities
LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course. For more information, go to http://www.lsu.edu/disability.

Class Materials
The required textbooks are:

Schedule
**Week 1:** Class overview; Defining Museums and Mission Statements; Jobs within museums and disciplines among museums.

“Riches Rivals, Radicals: 100 Years of Museums in America” narrated by Susan Stamberg

**Reading Assignment:** For next week (Due Feb. 1)
- Merritt p. 1-32
- Ambrose and Paine, p. 1-20
- Lord & Lord, Objectives of Museum Management and The Structure of Museum Organization, pp.1-52

**Online Research:**
Visit the following professional museum organizations and be prepared to report on the resources these sites provide for museology research: American Alliance of Museums, American Association for State and Local History, American Association for Art Museum Curators; American Science Technology Centers, International Council on Museums, National Association for Museum Exhibition, Registrars‘ Committee of the American Alliance of Museums

Written Assignment: Respond in a reflective statement (300 words). What are your professional ambitions and your interest in museums?

Week 2: History of the New Museum; Collections and Collections Management; How do collections connect to the museum’s mission and identity? What is the Rembrandt Rule? (Malaro in class); What are Core Documents? Guest speaker, Framm Huber LSU MOA

Collections plans and policies; accessions/deaccessions, registrar, storage (Fran Huber)

Reading Assignment:
- Ambrose and Paine, Collections p. 171-210
- Merritt, p. 33-62
- Lord & Lord, p. 53-212
- Anderson, “What is the Object of this Exercise?” p. 269-283
- Optional: Vaughn, “Rethinking the Rembrandt Rule” Museum (March/April 2008)

Online Actions:
- Visit the website for IMLS Connection to Collections to view the webcast on Handling Objects by Mary Coughlin. www.connectingtocollections.org/topic/recordings/ click on “meeting room” (60 minutes to view)

Written Assignment
Student visits a local museum and interviews a museum professional at the site. In 500 words, report on the museum visited, the questions you asked the museum professional and his or her answers. Visiting the museum is required. Phone interviews and email interviews with the museum professional are acceptable if preapproved. Be sure to ask the museum professional at least these questions:

1. His or her name, his or her title, length of employment in this position, primary duties, biggest challenges today, fulfilling accomplishments, and front burner projects.
2. His or her professional journey to this point, educational background and professional experiences.
3. Include in your report a description of the museum where this person works, include the mission statement for the institution, and a description of his or her job duties.
4. Close your report with a summary paragraph on whether the interview met your expectations.

Week 3 Origins of today’s museums; Discuss AAM’s ‘The Accreditation Commission’s Expectations Regarding Governance’ (2004); Collections Management

Reading Assignments
- Merritt, p.59-84
- Anderson, Cameron, “The Museum, A Temple or the Forum” p. 61-73
• Anderson, Brown, “The Museum’s Role in a Multicultural Society” p. 143-149

Week 4: Meet at the LSU Textile Museum. Presenter and host will be director Pam Vinci

Reading Assignments: included on midterm next week

• Ambrose and Paine, Learning in Museums p. 25-166  
• Falk, “Museums and Their Visitors,” p.17-39

Week 5: Mid Term
Reading Assignment:

• In Anderson, “The Museum, A Temple or the Forum” by Cameron p. 61-73  
• In Anderson, “Rethinking the Museum” by Weil, p.74-79  
• Malaro, “Why Ehtics” p. 16-21  

Written Assignment:

Reflective 500 word essay: How does a museum differ in terms of collecting and user-learning from universities, libraries, archives, conservancies or nature preserves? Compare art museums, history museums, science museums and children’s museums. What are the distinguishing characteristics of these different museum types and how do their features impact management, mission, education and sustainability.

Week 6: Museum Education: Programs, Pedagogy, Presentation Practice

View IMLS Connecting to Collections “The Museum Experience Revisited” presented by John Falk and Lynne Dierking, as part of the 21st Century Museum Issues Lecture Series. What are the component of museum interpretation (tours, narratives, labels, display, theater, objects assembled, objects collected, etc.) and learning in museums

Reading Assignment

• In Anderson, Lisa Roberts “Making Meaning Together” p. 212-227 and  
• In Anderson, H. Skramstad, “An Agenda for Museums in the Twenty First Century” p.118-132  
• Ambrose & Paine p. 399-303

Online optional: check out Nina Simon’s blog museumtwo.blogspot, Museums 2.0

Written Assignment: One page proposal for Final Paper

Week 7: The Many Meanings for Accessibility and Evaluation

Reading Assignment

• In Anderson, Judy Rand “Visitors Bill of Rights” p. 158-159  
• In Anderson, Lisa Roberts “Making Meaning Together” p. 212-227  
• In Anderson, Claudine Brown, “The Museum’s Role in a Multicultural Society p. 143- 149  
• In Ambrose and Paine p. 166-170 and p. 361-366  
• Ballantyne and Uzzell “Looking Back and Looking Forward: The Rise of the Visitor Centered
Week 8: Museum Administration and Governance and Role of Museums in Society; Exhibitions, Education, Social Welfare, 7 Values of history; STEM/STEAM; Cuno’s remarks in AAM;

Bill Stark, from a director’s view

Reading Assignment due

- Ambrose & Paine p. 337-346
- In Anderson (2012), Chait, Ryan, Taylor “Governance as Leadership” p. 468-472
- In Anderson (2012), Boardsource “Twelve Principles of Governance that Power Exceptional Boards” p.473-475
- In Anderson (2012), Boardsource “On the Job” p. 476-485

Week 9: Museum Marketing
Reading Assignment

- Ambrose & Paine p. 23-58

Week 10: Visitor Services
Reading Assignment

- In Anderson, Warren “A Philosophical Perspective on the Ethics and Resolution of Cultural Property Issues” p. 303-324
- Rosenzweig & Thelen, The Presence of the Past, 1998, pp. 89-114

Next Week: Quiz (Review glossaries in Lord & Lord; Merritt; Ambrose & Paine)

Week 11: Public Trust
Class discussion: Public trust and ethical issues regarding social justice education, civic forums, relevancy, and whose memory do you use? Who decides what good art is? Whose story gets air time?

Quiz (Review glossaries in Lord & Lord; Merritt; and Ambrose and Paine)

Reading Assignment

  http://www.law.harvard.edu/faculty/martin/art_law/museum_ethics.html
- Ambrose and Paine, p. 19-21

Week 12: Code of Ethics
Native American Graves Protection Act and the AAM Standards Regarding the Unlawful Appropriation of Objects during the Nazi Era
How do politics affect collecting and exhibiting? NAGPRA, Objects of War Crimes e.g. Nazi confiscated Art; Enola Gay, Young British Artists in Brooklyn. Relationships among exhibits, missions, collections and audiences. Discuss museum’s Ethics Policies and related documents, e.g. personnel manuals, conflict of interest documents, standards and practice policies.

Reading Assignment

- Merritt, pp. 63-72.

WEEK 13: MUSEUM FINANCE


WEEK 14: FINAL PAPERS

Course Requirements and Evaluation

1. Readings & Lecture
   For each week, you must read the assigned readings and watch the posted lecture prior to engaging in discussion. Lectures and slides will be posted on Moodle no later than 12:00 pm on Thursdays.

2. Class Participation (20%)
   Participation in class discussion is expected of all students. Such discussions will analyze, criticize and synthesize the readings, lectures and relevant experiences. Participation is an important part of the learning experience. You must view the weekly lecture and read the assigned readings prior to participating in the online discussion. You are also required to read all discussion postings on Moodle.

Requirements and Instructions for Participation
   These are discussion questions, not quizzes or exam questions. They are meant to help you understand what you have read by asking you to think more deeply about a few important points. They are also an opportunity for me to correct any misunderstandings. I expect you to put thought into your answers and demonstrate you have read the assigned material. However, I do not expect you to be “right” or provide lengthy essays. Each of your original posts should be around 300 words, but no more than 750 words.

   You are required to make one original post for each week. These original posts will address one of the discussion questions and should be posted separately to allow for individual streams of replies. Your original post is worth 3-5 points based on the discussion rubric posted on Moodle. An original post must be made by 11:55 pm on Sunday to receive full credit. Responses to others’ posts are worth 1-3 points, using the same rubric, just scaling down. The maximum for any week is 10 points.

   You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof. Posts which say nothing more than some variation of “I agree” earn no points. A post must add something original to the discussion in order to earn at least 1 point.

Due Date
Each week’s discussion forum will be open when the week begins. The forum will remain open, but only posts that are made by 11:55 pm of the Wednesday after the week ends will be graded. For example, week 2’s forum will appear the morning of Thursday, and all post made prior to 11:55 pm on Wednesday will be graded.

3. Quiz (10%)
You will complete a timed online quiz during week 11 covering the terms listed in the glossaries of Lord & Lord, Merritt, and Ambrose & Paine. More information about the quiz will be discussed during week 9.

4. Written Assignments (25%)
Throughout the semester, you will complete various written assignments related to the week’s readings. The written assignments provide a better understanding of the topics and will be often used as a foundation for the weekly discussion. Topics and directions for each are listed in the syllabus schedule.

5. Midterm Exam (20%)
You will complete a midterm exam during week 5 of the course. It will consist of a case study covering the material from weeks 1-4.

6. Final Paper (25%)
You will write a critical literature review on an approved topic related to the course. The paper will be 3,500-4,500 words long with a minimum of 15 peer-reviewed sources, and will be due on the date of the final exam.

Submission of Assignments and Grading Policy:

Written assignments are due on the specified date by 11:59 pm submitted via Moodle. Student work submitted late without an acceptable excuse will be downgraded by 5 points per 48 hours it is late.

The average grade in the course is a B, which indicates that the student has met the expectations and requirements for the assignment and the course. An A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved.

Written assignments are to be typed, and submitted electronically via Moodle. Papers are to be 1.5 spaced using a 12-point font with 1-inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct will result in being reported to the LSU Student Advocacy & Accountability office. All students are required to know and abide by the University’s Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at: http://www.lsu.edu/judicialaffairs

It is expected students will consult and appropriately cite the research and professional literature where merits. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Please rely on either the Chicago or APA citation style manual for your submissions. These are available in the library, bookstore or may be purchased through online book vendors.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | LIS 4101 | Title | Collection Development for Children

Short Title (≤ 19 characters) | COLD | EVC | HILDRE | 

Semester Hours of Credit | 3 |

If combination course type, # hrs. of credit for

Lecture: | Lab/Sem/Rec: |

Repeat Credit Max. (if repeatable): | credit hours | Graduate Credit? | Yes | No |

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture | Lab | Seminar | Recitation | Lec/Rec | Lec/Sem | Lec/Lab | Res/Ind | Clin/Pract | Intern |

Maximum enrollment per section: (use integer, e.g. 25 not 20-30) | 20 |

Grading System: | Letter Grade | Pass/Fail | Final Exam:** | Yes | No | X | for undergrad | X | for grad |

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

Course Description:

(Concise catalog statement exactly as you wish it to appear in the General Catalog)

LIS 4101 Collection Development for Children (3) Developing library collections for children ages birth to twelve and the uses of such literature in public and school libraries.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? | Yes | No |

Will additional space, equipment, special library materials or other major expense be involved? | Yes | No |

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria (For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

APPROVALS

Department Faculty Approval Date | 10-23-16 | College Faculty Approval Date | 11-14-16 |

Department Chair Signature | (date) | College Dean Signature | (date) |

Graduate Dean Signature | (date) | Chair, FS CSC Committee | (date) |

Casey Bennett / cbenne5@lsu.edu | Academic Affairs Approval | (date) |
Proposed course: LIS 4101 Collection Development for Children

Justification:
This course replaces LIS 7101 Literature and Services for Children. As a 4000-level course, it will serve the needs of School of Library and Information Science graduate and undergraduate students, as well as undergraduate students in Education and other related fields.

Justification for no final exam:
Please note that there will be a final exam for undergraduate students.

For graduate students, the course requires a major project (Collection Development Plan) as the final project. This project incorporates the principles and concepts learned in this course and requires students to demonstrate mastery by applying them to a real-world project.
Catalog Description: Developing library collections for children ages birth to twelve and the uses of such literature in public and school libraries.

Office: 277 Coates Hall

Contact Information:
Telephone: 578-1461
Email: stauffer@lsu.edu

Office hours: TBA

Textbook:

Other Readings (available online):
Rajput, Toby. "Questioning Your Collection." Knowledge Quest v. 38 no. 1 (September/October 2009) p. 62-9 URL
Singer, Eliot A. *Fakelore and the Ethics of Children's Literature*. Available at https://msu.edu/user/singere/fakelore.html

15 Week Course Outline:
Week 1 Vardell, ch. 1 Introduction; A History of Children’s Literature and Librarianship
Week 2 Diamant Programming for Children – Early Literacy Skills Development
Week 3 Rajput Collection Development: Evaluation and Selection
Week 4 Russell, ch. 6 Books of Early Childhood
Week 5 Vardell, ch. 2 Picture Books
Week 6 Vardell, ch. 3 Traditional Tales Singer
Week 7 Vardell, ch. 4 Poetry
Week 8 Vardell, ch. 5 Contemporary Realistic Fiction
Week 9 Vardell, ch. 6 Historical Fiction
Week 10 Vardell, ch. 7 Fantasy
Week 11 Science Fiction
Week 12 Vardell, ch. 8 Informational Books
Week 13 Biographies
Week 14 Alverson Graphic Novels for Young Readers, K-6
Week 15 Campbell Review; Contemporary Issues in Children’s Literature
Grading Scheme: LSU letter grades will be assigned according to this table. Your end of semester numerical grades are rounded up to whole numbers (for example, 94.49 = 94, 94.50 = 95)

99-100% A+
93-98% A
90-92% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
73-76% C
70-72% C-
67-79% D+
63-66% D
60-62% D-
0-50% F

Final grades will be computed from the following activities:

**Undergraduate students:**
- Participation: 10%
- Reviews: 55%
- Library observation: 10%
- Children's program: 10%
- Final Exam: 15%
- Total: 100%

**Graduate students:**
- Participation: 10%
- Reviews: 55%
- Library observation: 10%
- Children's program: 10%
- Collection Development Plan: 15%
- Total: 100%

Description of activities that will be graded:

**Participation:** Beginning with the first week of class, students will respond to weekly discussion forum questions based on the assigned readings. Undergraduate Students will earn 1% per class response to a total of 15%. Graduate students will earn 1% to a total of 10%.

**Reviews:** For week 4 through week 14, students will read and review five (5) different titles in the assigned genre. Each review will be worth a maximum of 5% for a maximum of 55%. More details and the rubric can be found on the Moodle course website.

**Library Observation:** Each student will observe public programming for children (storytimes, special events) on a minimum of three (3) occasions in a school or public library setting (one observation may take place at a bookstore) and submit a 3-5 page report on all three programs. More details and the rubric can be found on the Moodle course website.

**Children’s Program:** Each student will develop a public program utilizing children’s literature (e.g., storytime, summer reading program, holiday or special observance, etc.) for use in a public or school library setting. More details and the rubric can be found on the Moodle course website.
Collection Development Plan: Each graduate student will evaluate a children's collection in a school or public library and prepare a collection development plan for one of the genres into which this course is divided. More details and the rubric can be found on the Moodle course website.

Policies: All assignments are due on the dates indicated in the Course Schedule. Work submitted late without an excuse acceptable to the instructor more than seven days after the due date will downgraded one whole letter grade. The average grade in the course is a B, which indicates that the student has met the expectations and requirements for the assignment and the course. An A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved.

Expectations
LSU’s general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Because this course is for three credit hours and is online, you should expect to spend a minimum of nine hours each week working on assignments for this course. For more information see: http://catalog.lsu.edu/content.php?catid=12&navoid=822.

LSU student code of conduct
The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: http://students.lsu.edu/saa/students/code. Any violations of the LSU student code will be duly reported to the Dean of Students.

Disabilities
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and meet with me at the beginning of the semester.

Academic Success
The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success http://students.lsu.edu/academicsuccess). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (http://cxc.lsu.edu) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (http://students.lsu.edu/careercenter) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan to ensure success when you graduate from LSU.
REQUEST FOR **ADDITION** OF NEW COURSE

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<th>College</th>
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**PROPOSED COURSE DESCRIPTION**

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<th>Title</th>
<th>Collection Development for Teens</th>
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Maximum enrollment per section: (use integer, e.g. 25 not 20-30) 20

Grading System: Letter Grade x Pass/Fail ____ Final Exam:** Yes X for undergrad No X for grad

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

**Course Description:**
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

**LIS 4102 Collection Development for Teens (3)** Developing library collections for teens ages twelve to eighteen and the uses of such literature in public and school libraries.

**BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION).**

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**ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)**

JUSIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

**APPROVALS**

<table>
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<tr>
<th>Department Faculty Approval Date</th>
<th>10-23-16</th>
<th>College Faculty Approval Date</th>
<th>11-14-16</th>
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<tr>
<td><strong>Carol J. Fills</strong> 11-14-16</td>
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<td><strong>College Dean Signature</strong> 11-14-16</td>
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<td>Department Chair Signature</td>
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<tr>
<td><strong>Michelle M. Massé</strong> 11/29/16</td>
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<td><strong>Chair, FS CAC Committee</strong> 11/29/16</td>
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<td>Graduate Dean Signature</td>
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<tr>
<td><strong>Casey Bennett / <a href="mailto:chenne5@lsu.edu">chenne5@lsu.edu</a></strong></td>
<td></td>
<td><strong>Academic Affairs Approval</strong></td>
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<td>College Contact E-mail</td>
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</table>
Proposed course: LIS 4102 Collection Development for Teens

Justification:
This course will serve the needs of SLIS graduate students in Teen Librarianship, as well as undergraduate students in Education and other related fields.

Justification for no final exam:
Please note that there will be a final exam for undergraduate students.

For graduate students, the final project requires graduate students to demonstrate that they can successfully apply the principles and concepts learned in the course to an actual “real-world” problem that they will face as professionals in the field.
Catalog Description: Developing library collections for teens ages twelve to eighteen and the uses of such literature in public and school libraries.

Office: 277 Coates Hall

Contact information:
Telephone: 578-1461
Email: stauffer@lsu.edu

Office hours: TBA

Textbook:

15 week course outline:
Week 1 Chance, ch. 1 Introduction to Teens and Their Literature
Week 2 Programming for Teens
Week 3 Collection Development: Evaluation and Selection
Week 4 Chance, ch. 2 Quick Reads: Graphic Novels
Week 5 Quick Reads: Series, Magazines, Short Stories
Week 6 Quick Reads: Poetry
Week 7 Chance, ch. 3 Realistic Fiction: Contemporary
Week 8 Realistic Fiction: Historical
Week 9 Chance, ch. 4 Fantastic Fiction: Fantasy
Week 10 Fantastic Fiction: Science Fiction
Week 11 Chance, ch. 5 Informational Books: Biographies
Week 12 Informational Books: Others
Week 13 Chance, ch. 6 Cultural Diversity: Contemporary literature
Week 14 Traditional/Folktales
Week 15 Chance, ch. 7 Freedom to Read; Contemporary Issues

Grading Scheme: LSU letter grades will be assigned according to this table. Your end of semester numerical grades are rounded up to whole numbers (for example, 94.49 = 94, 94.50 = 95)

99-100% A+
93-98% A
90-92% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
73-76% C
70-72% C-
67-79% D+
63-66% D
60-62% D-
0-50% F
Final grades will be computed from the following activities:

**Undergraduate students:**
- Participation: 10%
- Reviews: 55%
- Library observation: 10%
- Teen program: 10%
- Final Exam: 15%
- **Total**: 100%

**Graduate students:**
- Participation: 10%
- Reviews: 55%
- Library observation: 10%
- Teen program: 10%
- Collection Development Plan: 15%
- **Total**: 100%

**Description of activities that will be graded:**

**Participation:** Beginning with the first week of class, students will respond to weekly discussion forum questions based on the assigned readings. Undergraduate Students will earn 1% per class response to a total of 15%. Graduate students will earn 1% to a total of 10%.

**Reviews:** For week 4 through week 14, students will read and review five (5) different titles in the assigned genre. Each review will be worth a maximum of 5% for a maximum of 55%. More details and the rubric can be found on the Moodle course website.

**Library Observation:** Each student will observe public programming for teens on a minimum of three (3) occasions in a school or public library setting (one observation may take place at a bookstore) and submit a 3-5 page report on all three programs. More details and the rubric can be found on the Moodle course website.

**Teen Program:** Each student will develop a public program utilizing teen literature for use in a public or school library setting. More details and the rubric can be found on the Moodle course website.

**Collection Development Plan:** Each graduate student will evaluate a teen collection in a school or public library and prepare a collection development plan for one of the genres into which this course is divided. More details and the rubric can be found on the Moodle course website.

**Policies:** All assignments are due on the dates indicated in the Course Schedule. Work submitted late without an excuse acceptable to the instructor more than seven days after the due date will downgraded one whole letter grade. The average grade in the course is a B, which indicates that the student has met the expectations and requirements for the assignment and the course. An A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved.

**Expectations:** LSU’s general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Because this course is for three credit hours and is online, you should expect to spend a **minimum of nine** hours each week working on assignments for this course. For more information see: [http://catalog.lsu.edu/content.php?catoid=12&navoid=822](http://catalog.lsu.edu/content.php?catoid=12&navoid=822).
**LSU student code of conduct:** The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: [http://students.lsu.edu/saa/students/code](http://students.lsu.edu/saa/students/code). Any violations of the LSU student code will be duly reported to the Dean of Students.

**Disabilities:** Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is [www.lsu.edu/disability](http://www.lsu.edu/disability). To receive academic accommodations for this class, please obtain the proper Disability Services forms and meet with me at the beginning of the semester.

**Academic Success:** The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success ([http://students.lsu.edu/academicsuccess](http://students.lsu.edu/academicsuccess)). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum ([http://cxc.lsu.edu](http://cxc.lsu.edu)) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center ([http://students.lsu.edu/careercenter](http://students.lsu.edu/careercenter)) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan to ensure success when you graduate from LSU.
# REQUEST FOR ADDITION OF NEW COURSE

**Department**: Library & Information Science  
**College**: Human Sciences and Education  
**Date**: 10-23-16

## PROPOSED COURSE DESCRIPTION

<table>
<thead>
<tr>
<th>Rubric &amp; No.</th>
<th>LIS 7100</th>
<th>Title</th>
<th>Youth Services Librarianship</th>
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<tr>
<td>If combination course type, # hrs. of credit for</td>
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<td>Lab/Sem/Rec:</td>
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<tr>
<td>Repeat Credit Max. (If repeatable):</td>
<td>credit hours Graduate Credit?</td>
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</tr>
<tr>
<td>Credit will not be given for this course and:</td>
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<tr>
<td>Course Type (Indicate hours in the appropriate course type.)</td>
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<tr>
<td>Lecture</td>
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<tr>
<td>Maximum enrollment per section: (use integer, e.g. 25 not 20-30)</td>
<td>20</td>
<td></td>
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<tr>
<td>Grading System:</td>
<td>Letter Grade X</td>
<td>Pass/Fail</td>
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</table>

### Course Description:
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

**LIS 7100 Youth Services Librarianship (3)** Administration and management of developmentally-appropriate public library services for children and teens, birth to 18 years.

## BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS "YES", ATTACH EXPLANATION.)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No X</th>
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<tr>
<td>If this course is approved, will additional staff be needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will additional space, equipment, special library materials or other major expense be involved?</td>
<td>Yes</td>
<td>No X</td>
</tr>
<tr>
<td>Academic Affairs Approval:</td>
<td>(Date)</td>
<td></td>
</tr>
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</table>

## ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

JUSTIFICATION: Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

SYLLABUS: Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria
(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students).

## APPROVALS

<table>
<thead>
<tr>
<th>Department Faculty Approval Date</th>
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<th>College Faculty Approval Date</th>
<th>11-14-16</th>
</tr>
</thead>
</table>

**Department Chair Signature**:  
**Graduate Dean Signature**:  
**College Dean Signature**:  
**Chair IFS C&I Committee**:  
**Academic Affairs Approval**:  
**College Contact**: cbenne5@lsu.edu  
**College E-mail**:  
**Date**: (Specify)
Proposed course: LIS 7100 Youth Services Librarianship

Justification: This course will incorporate the administrative and management aspects of providing literature and services for children and teens, delving into the issues related to strategic planning, evaluation, budgeting and fundraising, automation, intellectual freedom and privacy, outreach and cooperative programs, marketing, and leadership. It does not duplicate any other courses.

Justification for no final exam: The course requires a major project (Collection Development Plan) as the final product. This project incorporates the principles and concepts learned in the course and requires the students to demonstrate mastery by applying them to a real-world project.
Louisiana State University
School of Library & Information Science
LIS 7100
Youth Services Librarianship

Dr. Suzanne M. Stauffer
275 Coates
(225) 578-1461
stauffer@lsu.edu

Catalog Description: Designing, planning, and providing developmentally appropriate library and information services for children and teens, from birth to age 18.

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

- Discuss the development and psychology of children and teens
- Connect children and teens to information resources and literature through age-appropriate programs and activities
- Create a strategic plan for a youth services’ library
- Evaluate library policies and procedures for the purpose of insuring free and equal access to information for children and teens
- Identify organizations, groups, and persons serving children and teens and encourage networking among public and school libraries and the community

Course Requirements: To achieve these objectives, students are expected to:

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus.
2. Turn in all assignments by the deadlines listed in the schedule
3. Read selected items from the professional literature
4. Complete other assignments as outlined in the syllabus

Grading Policies:

Grades will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Forums (14 @ 25)</td>
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<tr>
<td>Five-Year Strategic Plan</td>
<td>30</td>
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<tr>
<td>Part 1. 100</td>
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<td>Part 2. 100</td>
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<td>Part 3. 100</td>
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<tr>
<td>Collection Development Policy</td>
<td>15</td>
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<tr>
<td>Youth Services Program</td>
<td>10</td>
</tr>
<tr>
<td>Outreach Program</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>
Grading scale:

99-100%  A+
93-98%    A
90-92%    A-
87-89%    B+
83-86%    B
80-82%    B-
77-79%    C+
73-76%    C
70-72%    C
67-79%    D+
63-66%    D
60-62%    D-
0-50%     F

All assignments are due on the dates indicated in the Course Schedule. Work submitted late without an excuse acceptable to the instructor for up to seven calendar days after the due date will downgraded one whole letter grade.

Academic Integrity: All work submitted for this course must be your own work. In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University’s Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at: http://www.lsu.edu/judicialaffairs. As future librarians and information professionals, plagiarism in particular is not only academic misconduct, it is professional misconduct.

Information for Students with Disabilities: LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course. For more information, go to http://www.lsu.edu/disability.

Required Textbooks:

Ludwig, Sarah. Starting from Scratch: Building a Teen Library Program. Libraries Unlimited, 2011. 978-1-59884-607-2 (Optional – For those planning a career as Teen/Young Adult Librarians)

SCHEDULE

Week 1  Introduction: History & philosophy of youth services librarianship / Fasick & Holt ch. 1-2; Ludwig Intro-ch. 1
Week 2  Strategic Planning / Fasick & Holt ch. 3
Week 4  Budgeting & Fundraising / Fasick & Holt ch. 5; Ludwig ch. 7
Week 5  Facilities and Space Planning / Fasick & Holt ch. 6; Ludwig, ch. 2
Week 6  Collection Development / Fasick & Holt ch. 7; Ludwig ch. 3
Week 7  Acquisitions, automated systems, access / Fasick & Holt ch. 8 / Assignment: Collection Development Policy
Week 8  Intellectual Freedom and Privacy / Fasick & Holt ch. 9
Week 9  Programs and Services for Youth / Fasick & Holt ch. 10; Ludwig ch. 4 / Assignment: Five-Year Strategic Plan. Part 2.
Week 10 Outreach and Cooperative Programs /Fasick & Holt ch. 11; Ludwig ch. 6
Week 11  Marketing / Fasick & Holt ch. 12
Week 12  Recruiting and Retaining Staff and Volunteers / Fasick & Holt ch. 13; Ludwig ch. 5 / Assignment: Youth Services Program
Week 13  Leadership and Staff Communication / Fasick & Holt ch. 14; Ludwig ch. 8
Week 14  Digital and new media literacy / Fasick & Holt ch. 15 / Assignment: Outreach Program

Assignment Instructions:
Forums (14 @ 25)

Five-Year Strategic Plan:

Part 1. Vision & Mission Statement: Write a vision and mission statement for a youth services library (children, teen, or both) at a public library of your choice. This must be your own original work. Include an description of the library and its community (an environmental scan), which may be copied from the library’s website.

Part 2. Goals & Objectives: Set three goals for the youth services library identified in the Vision & Mission Statement. The goals should be related to three different aspects discussed in weeks 5-8. Create two objectives for each goal, including a time frame. Develop one activity and one indicator for each objective.

Part 3. Evaluation: Determine desired outcomes for the goals identified in Goals & Objectives and develop evaluation measures to determine whether the outcomes have been achieved.

Collection Development Policy: Write a collection development policy for the youth services library identified in your Five-Year Strategic Plan.

The Policy will include:
- The mission/vision statement of the library.
- The description of the library and its community (environmental scan).
- The forms and genres of children’s and/or teen literature you will collect.
- The selection criteria for the various forms and genres of children’s or teen literature you will collect.
- The forms and genres that you will not collect and why not.
- A statement about selection tools. It is not necessary to specify which selection tools you are using. A description of the types of materials is sufficient (e.g. "Reviews published in recognized professional magazines and journals")
- Criteria for withdrawal (weeding, deselection)
- A gift policy that provides guidelines and a rationale for determining which books to add to the collection and which to discard or sell
- A policy for responding to challenges
- Any necessary supporting materials that were referred to in the policy (Library Bill of Rights, Materials Challenge Form, etc.)

You may use an existing policy as a template, but you must revise it significantly to meet the terms of this assignment.

Youth Services Program: Develop a public program utilizing children’s or teen literature (e.g., storyline, summer reading program, holiday or special observance, etc.) for use the library identified in the Five-Year Strategic Plan. This may be one of the activities identified in Part 2.

Submit a 2-3 page plan including the activities you will engage in, a planning chronology, press release or other form of marketing, materials utilized and other resources needed, estimated cost, and funding source(s), if needed. Be sure to include the goals and objectives of the program and evaluation measures.
**Outreach Program:** For the community identified in your Five-Year Strategic plan, create a plan for an outreach program to a community group which includes or works with children or teens that does not currently use the library. This may be one of the activities identified in Part 2.

Utilize materials in the Suggested Readings as well as those produced by ALA, ALSC and other organizations.

Include the activities you will engage in, a planning chronology, appropriate form(s) of marketing, materials utilized and other resources needed, estimated cost, and funding source(s), if needed. Be sure to include the goals and objectives of the program and evaluation measures.
REQUEST FOR ADDITION OF NEW COURSE

PROPOSED COURSE DESCRIPTION

Rubric & No. | LIS 7704 | Archival Arrangement & Description
---|---|---

**Short Title** (≤ 19 characters)

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**Semester Hours of Credit**

3

**If combination course type, # hrs. of credit for**

Lecture: __________
Lab/Sem/Rec: __________

**Repeat Credit Max. (If repeatable):**

_____ credit hours Graduate Credit? Yes No

Credit will not be given for this course and:

Course Type (Indicate hours in the appropriate course type.)

Lecture 3 Lab ______ Seminar ______ Recitation ______ Lec/Rec ______ Lec/Sem ______ Lec/Lab ______ Res/Ind ______ Clin/Pract ______ Intern ______

**Maximum enrollment per section:** (use integer, e.g. 25 not 20-30) ______

**Grading System:** Letter Grade ______ Pass/Fail ______ Final Exam: **Yes _____ No X**

**(Attach justification if the proposed course will not hold a final exam during examination week.)**

**Course Description:**
(Concise catalog statement exactly as you wish it to appear in the General Catalog)

LIS 7704 Archival Arrangement & Description **(3)** Development of the intellectual framework and critical evaluation skills necessary for the arrangement and description of archival collections.

BUDGET IMPACT (IF ANSWER TO ANY QUESTION IS “YES”, ATTACH EXPLANATION.)

If this course is approved, will additional staff be needed? Yes No X

Will additional space, equipment, special library materials or other major expense be involved? Yes No X

Academic Affairs Approval: (Date)

ATTACHMENTS (ATTACH THE FOLLOWING TO YOUR PROPOSAL)

**JUSTIFICATION:** Justification must explain why this course is needed and how it fits into the curricula. Will the course duplicate other courses?

**SYLLABUS:** Including 14 week outline of the subject matter; titles of text, lab manual, and/or required readings; grading scale and criteria

(For 4000-level, specify graduate student grading criteria if requirements differ for graduate and undergraduate students)

APPROVALS

Department Faculty Approval Date | 10-23-16 | College Faculty Approval Date | 11-14-16

Department Chair Signature | 11-14-16 | College Dean Signature | 11-30-16

Graduate Dean Signature | 11-29-16 | Chair, FS C&C Committee | 12/13/16

Casey Bennett / cbenne5@lsu.edu | 12/13/16 | Academic Affairs Approval | (date)
Proposed course: LIS 7704 Archival Arrangement & Description

Justification: This course is already being offered as a special topics course. This course focuses on detailed discussions of the arrangement, description, and access of archival materials. It does not duplicate any other courses.

Justification for no final exam: The course requires a major project (the arrangement & description of a sample collection) as the final product. This project incorporates the principles and concepts learned in the course and requires students to demonstrate mastery by applying them to a real world project.
LOUISIANA STATE UNIVERSITY
SCHOOL OF LIBRARY & INFORMATION SCIENCE

LIS 7704: Archival Arrangement & Description

Instructor: Ed Benoit, III, Assistant Professor
Office: 269 Coates Hall
Phone: 225-578-1469
Fax: 225-578-3158
Email: ebenoit@lsu.edu (email is the best communication method)
Twitter: @eabenoit

Meeting Time: Asynchronous via Moodle

Office Hours: TBA and by appointment

Course Description: Development of the intellectual framework and critical evaluation skills necessary for the arrangement and description of archival collections.

Prerequisite: LIS 7408: Introduction to Archival Theory, Principles & Practice

Objectives: Upon completion of the course, the student should be able to:
- Understand the objectives and principles of information access, organization, and retrieval in an archival setting
- Be able to articulate how archival descriptive practices relate to other archives and information studies practices
- Demonstrate knowledge of past and present descriptive concepts and practices
- Identify emerging concepts in, and approaches to, archival description and arrangement and be able to develop strategies for adapting to social and technological change(s)
- Evaluate archival material in light of ethical, legal, cultural, interpersonal, and moral tensions in preparation for processing
- Devise an arrangement and description plan for archival materials, taking into account limitations of resources and/or personal knowledge
- Develop descriptive writing skills and basic metadata skills

Communication: Students must use the Moodle site created for this class to view class slides and communicate class related questions or suggestions to the instructor and classmates.

Method: Lecture/Discussion/Hands-on Exercises/Reading
If you are a student of special need, please contact the instructor within the first two weeks of the course.

Information for Students with Disabilities:
LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course. For more information, go to http://www.lsu.edu/disability.
Required Textbook: There are no required textbooks for this course. All readings will be available through Moodle or on the open web.

Evaluation Methods
Successful completion of the course will require approximately three hours of work for each credit hour. Students in this three-credit course should expect to spend nine hours a week on class work and preparation.

Grading Breakdown and Due Dates:

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<th>Assignment</th>
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<td>Entry 3:</td>
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<td>Preliminary Arrangement Report</td>
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<td>EAD Record</td>
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Grading Scale:

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<td>70-73</td>
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<td>A-</td>
<td>90-93</td>
<td>67-69</td>
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<td>B+</td>
<td>87-89</td>
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<td>59 or less</td>
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<td>C+</td>
<td>77-79</td>
<td>51-56</td>
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COURSE SCHEDULE AND REQUIRED READINGS

Week 1: Introduction to Key Concepts and Syllabus Review


Week 2: History & Principles of Arrangement & Description


**Weeks 3-4: Arrangement & Description in Practice**


**Week 5: Users & Social Concerns**


Mukurtu Demonstration

- Website: [http://mukurtu.org/](http://mukurtu.org/)
- Demo Video: [http://youtu.be/jplZjiO1rkU](http://youtu.be/jplZjiO1rkU) and [https://youtu.be/rsk_j7kPlz0](https://youtu.be/rsk_j7kPlz0)


**Week 6: Formats & Multimedia**


**Week 7 Digital Materials & Electronic Records**


**Weeks 8-9 EAD & Metadata**


- Part 2: [http://youtu.be/-GQjd1ePbpo](http://youtu.be/-GQjd1ePbpo)


**Week 10: Ethics, Tensions, & Limitations**


**Week 11: Archives 2.0 & Participatory Archives**


Joy Palmer, “Archives 2.0: If We Build It, Will They Come?” *Ariadne* 60 (2009)
http://www.ariadne.ac.uk/issue60/palmer.

**Week 12: Minimal Processing Debate**


**Week 13: Practices and Management Issues**


**Weeks 14: Emerging Issues**


COURSE REQUIREMENTS AND EVALUATION

1. Readings & Lecture
For each week, you must read the assigned readings and watch the posted lecture prior to engaging in discussion. Lectures and slides will be posted on Moodle no later than 12:00 pm on Thursdays.

2. Class Participation (25%)
Participation in class discussion is expected of all students. Such discussions will analyze, criticize and synthesize the readings, lectures and relevant experiences. Participation is an important part of the learning experience. You must view the weekly lecture and read the assigned readings prior to participating in the online discussion. You are also required to read all discussion postings on Moodle.

Requirements and Instructions for Participation
These are discussion questions, not quizzes or exam questions. They are meant to help you understand what you have read by asking you to think more deeply about a few important points. They are also an opportunity for me to correct any misunderstandings. I expect you to put thought into your answers and demonstrate you have read the assigned material. However, I do not expect you to be “right” or provide lengthy essays. Each of your original posts should be around 300 words, but no more than 750 words.

You are required to make one original post for each week. These original posts will address one of the discussion questions and should be posted separately to allow for individual streams of replies. Your original post is worth 3-5 points based on the discussion rubric posted on Moodle. An original post must be made by 11:55 pm on Sunday to receive full credit. Responses to others’ posts are worth 1-3 points, using the same rubric, just scaling down. The maximum for any week is 10 points.

You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof. Posts which say nothing more than some variation of “I agree” earn no points. A post must add something original to the discussion in order to earn at least 1 point.

Due Date
Each week’s discussion forum will be open when the week begins. The forum will remain open, but only posts that are made by 11:55 pm of the Wednesday after the week ends will be graded. For example, week 2’s forum will appear the morning of Thursday, and all post made prior to 11:55 pm on Wednesday will be graded.

3. Discussion Leading (5%)
Once during the semester, all students are required to present and lead discussion on a reading. The reading/discussion leading assignments are posted on Moodle for each group. The presentation should summarize the reading highlighting the major points/issues discussed; methodology and data analysis (if appropriate); and the strengths and limitations of the reading. The presentation can be posted either as text or as a PowerPoint. The presenting student will subsequently led a discussion by posting questions connecting the reading to both the week’s topic and the course as a whole to the weekly forum.

4. Exercises (15%)
Throughout the semester, you will complete various exercises related to the week’s readings. The exercises provide a better understanding of the topics and will be often used as a foundation for the weekly discussion.

5. Processing Journal (10%)
Three times during the semester you will submit a journal entry of no more than 1,250 words reflecting on your experiences (to date) processing the final project collection. These entries are informal, reflective writings and may identify problems you are facing and your strategies for working through the problems, or insights regarding your own
skills, knowledge, or assumptions. You should also evaluate the utility of the concepts dealt with in assigned readings and discussion forums as they pertain to your experiences.

*Entry 1*: Focus on your initial impressions of the collection and processing in general.

*Entry 2*: Reflect on the processing (arrangement/description) you have completed thus far.

*Entry 3*: Reflect on the entire assignment, paying particular attention to any changes you experienced (e.g. confidence level, understanding of material, perception of what processing should entail, the parts that are particularly challenging for you that may affect your future career).

*Journal entries will be graded for evidence and depth of analysis and reflectivity*

6. **Preliminary Arrangement Report (5%)**
A preliminary report of no more than 1,000 words on the potential arrangement for the final project collection (not including the hierarchical arrangement). The report must include:

- The hierarchical arrangements in outline form (e.g. series, sub-series)
- Important themes, subjects, or items that need special attention
- The rationale for the arrangement with reference to applicable archival principles and concepts

*The arrangement report will be graded based on thoroughness, demonstrated awareness of potential tensions, demonstrated awareness of archival principles and methods, and persuasive rationale.*

7. **EAD Record (5%)**
Create an accurate EAD record for the final project collection using DACS as your content standard. Your record should encompass all the levels you have used in your arrangement. This record will be returned to you with comments which can be used to make corrections before your final project is due.

You should first create a word-processed finding aid. This will include the outline of how you wish to arrange the collection, as well as the other finding aid fields required by DACS multi-level optimum. Once you have written this out, you can proceed to encode the finding aid using EAD. Writing the finding aid first will also give you a draft to work on for the final project.

While you can hand-code the EAD record, I encourage you to use ArchivesSpace, which we will discuss in class. *The EAD record will be graded based on demonstrated awareness of EAD, and how well the encoded content complies with DACS, LCSH, and name authority rules.*

8. **Final Project (35%)**
You will arrange and describe a sample collection by providing a complete finding aid in accordance with DACS requirements for multilevel optimum description. You will be working with a digitized version of the Papers of Jim Auer from the Milwaukee Art Museum. This material will be available on a shared folder via OneDrive. Include a corrected version of your EAD record with your submission.

Some ground-rules:

- You may not MPLP this project! While you may do that on the job, I want you to learn how to arrange the collection at the item level and to describe it at a moderate level. You cannot be a good MPLP processor unless you understand processing at a finer granularity.
- You should describe down to the sub-series level on series where this is applicable
- Try for “elegant” arrangement and description – not too complex, but complete enough to be useful.
- You should be able to justify why or why not you have kept original order. You may choose to keep original order in some series or sub-series, but not in others.
- Avoid “Miscellaneous” and “Other”
• Although these materials are being given to you in a digital format you should treat them as if they were their analog originals.

You will also create metadata for 10 items from the collection. You will use the fields from simple Dublin Core (element set 1.1) to generate these descriptions. 5 objects will represent photographs and 5 will represent documents. The 10 metadata objects assignment is intended to be simple and quick with a goal of demonstrating how individual description is different from aggregate description.

You will turn in:
A shared drive folder containing the arranged files and a separate folder for weeded files via OneDrive
• A complete word-processed finding aid
• The revised EAD record
• Metadata records for 10 items

Students may not use any part of the collection materials for personal use in websites, blogs and other printed or electronic representations without the express permission of the Archivist at the Milwaukee Art Museum.

The final project will be graded based on thoroughness, demonstrated awareness of archival principles and methods, writing quality, attention to local practices, and incorporation of insights from journaling and feedback (if applicable).

Submission of Assignments and Grading Policy:

Written assignments are due on the specified date by 11:59 pm submitted via Moodle. Student work submitted late without an acceptable excuse will be downgraded by 5 points per 48 hours it is late.

Written assignments are to be typed, and submitted electronically via Moodle. Papers are to be 1.5 spaced using a 12-point font with 1-inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct will result in being reported to the LSU Student Advocacy & Accountability office. All students are required to know and abide by the University’s Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at: http://www.lsu.edu/judicialaffairs

It is expected students will consult and appropriately cite the research and professional literature where merited. Grades will also be reduced for papers that include irrelevant content to “fill up space” to meet the length specifications for a paper. Please rely on either the Chicago or APA citation style manual for your submissions. These are available in the library, bookstore or may be purchased through online book vendors.