Course Description
The course covers principles and processes underlying the successful administration of a school library media center and focuses on the changing roles and responsibilities of an effective and proactive school library media specialist.

Student Learning Outcomes
SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
1a) Apply LIS theory and principles to diverse information contexts
1b) Demonstrate understanding of the historical context of information services and systems
1c) Develop and apply critical thinking skills in preparation for professional practice
1d) Craft and articulate a professional identity
SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.
2a) Demonstrate understanding of leadership
2c) Develop, manage, and assess information services for specific users and communities
SLO 4: Evaluate and use the latest information technologies, research findings and methods.
4b) Integrate emerging technologies into professional practice
4c) Apply current research findings to professional practice
SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
5b) Demonstrate understanding of the social, cultural, political, and economic context of information services and systems

Professional Expectations
All students in the Program are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/lis/students/professional-expectations-notice

Kokua
If you need accommodations to complete required coursework because of the impact of a documented disability, you are encouraged to explore the services of UH Manoa’s KOKUA program (http://www.hawaii.edu/kokua). KOKUA provides disability access services to individuals on a case-by-case basis, and students are not charged for these services. A student’s disability status is considered confidential information and is only disclosed to faculty with the student’s permission.
Course Learning Objectives
The student will identify and analyze the following through course assignments and course interaction:

• Role of the school library media center within the local and national contexts
• Key issues emerging in school librarianship ranging from information access to roles in school reform and student achievement
• Theories and processes involved in managing personnel, resources, facilities, and finances
• Role of the school library media specialist in collaborating with teachers to develop curriculum and integrate 21st century learning standards with content standards
• Impact of technology on instruction and management of an effective library media center
• Implications of research on current practices in the field

Research Methods
Research methods used in this course include content analysis and needs assessment.

Teaching Philosophy
As an instructor, I believe that inquiry-focused learning is effectively achieved in a dynamic environment where there are opportunities for interactive study and application of theory to practice. I use some of the following strategies to foster constructivist learning space:
• Discussions with opportunities for critical analysis, synthesis, and reflection
• Continuing discourse between students and instructor and students with peers
• Guest resource persons serving as mentors and professional colleagues
• Site visits including demonstrations

Technology
To complete assignments you will need to be proficient in word processing, spreadsheet and presentation applications. You may need to search the Web, library catalogs and journal article databases, use screen capture software and collaborative tools such as Google Docs. Depending on the details of assignments, you may also need to download, install and use apps, browser plugins or other software. Please note that all course communications will be sent to your hawaii.edu email account. You are welcome to bring laptops and similar devices to lecture as long as they don't interfere with the class.

Grading
Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcomed. As students, you will be responsible for establishing your own work schedules and personal deadlines. You need to be resourceful in locating and retrieving the information to complete your assignments. Importantly, you must be thoughtful in your communication with your peers, instructor, and resource people.
**Required Readings**


* Supplemental resources will be distributed in class.*
Assignments

1. ASK - Weekly Engagement (20 points)
Class discussions are your opportunity to contribute to the direction of the class, ask questions and share your experiences. Each week as you review readings, make notes of specific points that you find interesting, confusing, questionable or otherwise noteworthy. Come prepared each week to summarize and discuss your chosen points in class, with the goal of eliciting class discussion. Over the course of the semester, make note of five of these intriguing issues on the Readings forum in Laulima. All posts due by May 1.

2. INVESTIGATE - Annotated Bibliography (25 points)
Choose a topic of interest to research related to administration of school library media centers. Select at least 10 scholarly articles to inform inquiry in this area. Create an annotated bibliography using a standard citation format. Please submit your topic to instructor for review by February 8. Post your assignment in Laulima on the Bibliography forum by February 28. Be prepared to discuss your topic in class on February 29.

3. DISCUSS – Collaborative Resources (20 points)
Our class will develop a collaborative online space based on course topics. Each student will make a minimum of five contributions by April 18.

4. CREATE - Term Paper (25 points)
Write a term paper (~10 pages) to explore any topic of interest to you emphasizing administration of school library media centers. An outline including title and major headings due on Term Paper forum in Laulima before class on March 28. (5 points) Final due May 2. (20 points)

5. REFLECT (10 points)
Complete eCAFE course evaluation by May 5. Once all students submit evaluations, everyone will receive full credit. Less than full group participation will result in a proportionately lower grade.

Notes
- If you are interested in proposing alternative assignments including partner- or team-options, please set a time to discuss this with me prior to initiating work/posted deadlines.
- Late assignments should be avoided. Cases will be considered on an individual basis with instructor discretion.

98-100 A+ | 93-97 A | 90-92 A- | 88-89 B+ | 83-87 B | 80-82 B- | 78-79 C+ | 73-77 C