Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number: LSC 5531  Course Title: School Library Advocacy and Leadership
Date: April 15, 2013  Submitted by: Debra E. Kachel
Sponsoring Department: School Library & Information Technologies

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description; (See Attachment)
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following: (See Text Following Signatures)
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: ___________________________  Date: ________________

Chairperson, AAC: ________________________________  Date: ________________

Dean of Record: ________________________________  Date: ________________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
Course Syllabus (see attachment)

Catalog Description

LSC 5531 School Library Advocacy and Leadership develops skills in school library candidates to effectively influence key stakeholders and decision makers to support quality school library programs and staffing. Candidates will learn to leverage research, survey data, student achievement scores, and evidence-based program assessments to communicate the role of the school library and librarian as an essential component of K-12 education to school administrators, parents, legislators, community leaders, and others. Additionally, research and effective communication skills will be practiced in locating external funding sources, writing a grant, and developing an action research project to improve school library services and resources. Candidates will develop a three-year advocacy plan that includes active participation in professional learning networks and library associations and reflect on their leadership actions.

Narrative

The course will be designed and delivered in the Desire2Learn courseware. The Content area is organized by a Welcome module and 12 (mostly weekly) modules of topics related to school library advocacy. The Welcome module will contain information about the instructor and the course, how to use various resources such as e-reserves and Blackboard Collaborate, the course syllabus, and a chart of assignment due dates. Student forms are also included in the welcome module—a student profile template that is posted for all students to get to know each other, a Group Work Preferences Profile, and an optional Group Participation Rating Form. Each student completes the Group Work Preferences Profile to assist the instructor in assigning students to pairs and small groups. There are two paired assignments and two small group assignments since building collaborative communication skills is a hallmark of librarianship. Although one grade is earned by all members of a group assignment, there is a separate and individual grade given for each person’s collaboration and participation in the group. The Group Participation Rating Form can be used by group members to optionally and privately provide the instructor with additional insights into the group dynamics.

For each module, the Content area will be populated with the instructor’s introduction or overview of the topic, the course readings from two textbooks and current journal articles and websites, and the student learning outcomes aligned with ALA/AASL Standards. A separate file will be in the Content area that provides directions for the module’s assignment which includes with a qualitative assessment/grading rubric. Another file of comments or notes is included for most modules to assist in the completion of the assignment.

In the first module, the Discussion area will also allow students and the instructor to post their profiles and “meet and greet” each other. Scheduled “office hours” will be held in either
Blackboard Collaborate or Google Hangouts throughout the course, particularly when students have questions on various assignments. The audio and video features of this tool enable more open and frequent conversations among students and the instructor, aiding in student success. The Discussion area of D2L will also be used as an FAQ area for each module so that candidates may further clarify module content and assignment directions with the instructor. The Discussion area allows the questions and answers to be posted for everyone in the class. The Discussion area and Blackboard Collaborate or a web-based collaboration tool outside the D2L, such as Google Docs, will be used for collaboration of group assignments. Archived sessions will be used by the instructor to evaluate group dynamics and each individual’s level of participation. This also allows the instructor to work with specific groups as needed.

In addition to D2L tools, students will use interactive, third-party web-based tools and social media as part of their authentic learning experiences to create and share class projects. These include, but are not limited to, a web-based address book, mobile legislative alert tools, a LibGuide, Google apps, Prezi, and Twitter. A LibGuide will be created for each student to display their work and to create a personalized advocacy toolkit of selected resources that they may need in the future.

Students will complete a variety of practical and realistic assessments/assignments including creating an online address book of stakeholders and library support organizations, a media presentation to a parent of community group, a web-enhanced Annual Library Report, and a three-year Advocacy Plan. Since excellent speaking and writing skills are required to develop advocates for the library program, students will write a grant proposal, and letter proposal, a letter to a legislator, talking points, and an elevator speech that will also be created as a podcast. Many of these candidate-produced assessments will be uploaded to their advocacy toolkit that will be continuously developed throughout the course as a LibGuide website. The personal advocacy toolkit consisting of selected online resources of value to the candidate’s professional career will be evaluated by the instructor near the end of the course.

Another hallmark of librarianship is the ability to assess and strategically plan or manage resources and services to support the mission of the school and library program. Candidates will have several opportunities to demonstrate these skills in assignments. Candidates will develop plans to improve working relationships with a principal, an action research project to investigate a school library concern, and create a personal, three-year advocacy plan that they will be able to use in an actual school library setting.

**Topical Outline**

LSC School Library Advocacy and Leadership will emphasize the following topics through course readings and viewings, online class discussions, individual, paired, and group assignments to include: creation of an online address book of contacts and an action research
project; production of an infographic and parent presentation; writing a mock grant, elevator speech, legislator letter, and self-reflection essay; conducting an interview; and development of an annual library report, action research project, and a multi-year advocacy plan.

I. Advocacy for School Librarians
   A. Why must school librarians be advocates?
   B. Advocacy dispositions
   C. Terminology- marketing, public relations, advocacy, etc.
   D. Stakeholders
   E. Creating an online address book of stakeholders

II. School Library Research and Academic Achievement
   A. Locating and documenting research
   B. Statewide impact studies
   C. Reading and using research
   D. Implementing an action research project

III. Messaging
   A. Talking points
   B. Elevator speeches
   C. Branding your message
   D. “Springboard” stories
   E. Creating and using survey data

IV. Legislative Advocacy
   A. US Congress 101
   B. Contacting and communicating with federal legislators
   C. Developing “the ask”
   D. State legislators
   E. State requirements or guidelines for school library programs
   F. The legislative office visit

V. Parent and Community Stakeholders
   A. Identifying those with influence
   B. Researching community organizations
   C. Presenting to the PTA/PTO
   D. The school library advisory committee
   E. Utilizing volunteers

VI. Evidence-Based Practices as Advocacy Tools
   A. What is EBP?
B. Program assessment resources- national and state
B. Documenting and communicating school library achievements
C. Analyzing and using student standardized test score data
C. Reports that work using visuals and media

VII. School-Based Stakeholders: Administrators, Board Members, and Teachers
A. Collaboration and being a “team player”
B. Leadership of the school librarian
C. Identifying the priorities and power of school decision makers
D. “Positioning” the school library program within the school
E. Influencing the principal

VIII. Seeking External Funding
A. Sources of funding to enhance to school library programs-grants and fundraisers
B. Researching grant opportunities
C. Writing a letter proposal
D. Setting goals and writing SMART objectives

IX. Grant Writing
A. The abstract
B. Needs statement and rationale
G. Selecting and using research
H. Locating relevant school demographic and student achievement data
C. Logistics of implementation – personnel, time line, resources
F. Project budget
G. Project evaluation
H. Grant administration

X. Professional Communities
A. Education organizations-international, national, state and local
B. Library associations -international, national, state and local
C. Professional online learning networks
D. Leadership in library organizations
E. Professional publications/authorship
F. Accessing “toolkits” and resources created by library organizations
G. Visit/interview of the local public or academic librarian

XI. Developing an Advocacy Plan
A. Positioning the school library as a tool/strategy in the school improvement plan
B. Strategies that work with key stakeholders
C. Targeting issues and establishing priorities
D. Developing action plans
E. Setting realistic timelines
F. Communicating an advocacy campaign
G. Building school library champions
H. Self-reflection on leadership and advocacy skills

**Evaluative Techniques (including Student Learning Outcomes)**

**Mod 1 – Advocacy for School Librarians**

SLO - Students will be able to articulate the central ideas and foundational dispositions, utilizing appropriate terminology throughout the major assignments in this course.

SLO - Students will create a web-based address book of school library stakeholders and related organizations in order to develop a network of supporters for their local school library program. Students will create a web-based, personal advocacy toolkit in LibGuides by adding relevant articles, websites, and other resources throughout the course.

Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to a three-year Advocacy Plan, a self-reflection essay, and an online address book written/created by each student.

**Mod 2 – School Library Research and Academic Achievement**

SLO – Students will be able to locate, use, and cite relevant findings of school library research throughout the major assignments in this course.

SLO - Students will create an action research project to address a school library issue demonstrating their abilities to investigate, collect and analyze data, and exhibit leadership skills within the school.

Evaluative Techniques – A rubric that articulates evaluative criteria will be applied to an action research project completed by pairs of students that cites supporting research, shows collaboration, and includes an original online survey to collect information.

**Mod 3 – Messaging**

SLO – Students will develop talking points and write an elevator speech in support of a school library issue that focuses on student achievement, exhibiting good communication skills and advocacy dispositions.

Evaluative Techniques - Rubrics that articulate evaluative criteria will be applied to talking points and an elevator speech written by each student in support of a library issue that incorporates relevant research and data.

**Mod 4 – Legislative Advocacy**
SLO – Students will communicate with a state or federal legislator concerning legislation effecting school libraries either via a written letter or face-to-face visit, utilizing good communication and research skills that explains the impact of school library programs on student learning.

Evaluative Techniques - Rubrics that articulate evaluative criteria will be applied to either a letter or visit to a legislator that reflects research and information gathered about the legislator and the issue, using compelling talking points and a personal story.

Mod 5 – Parent and Community Stakeholders

SLO – Students will create a presentation to a parent or community group that articulates the role of the school library program in helping students learn and teachers teach while meeting the needs of the intended stakeholders/audience.

Evaluative Techniques – A rubric that articulates evaluative criteria will be applied to a PowerPoint or other media presentation created for a parent or community audience.

Mod 6 – Evidence-Based Practices as Advocacy Tools

SLO – Pairs of students will outline sections of an Annual Report targeted to school administrators and produce an infographic targeted to parents and the community that communicates the important work of the school library program in a compelling and innovative fashion.

Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to an outline of an Annual Report and an infographic that convey in a short and visual way the work of the school librarian, utilize media and web-based tools, and can be posted on a school library website.

Mod 7 – School-Based Stakeholders: Administrators, Board Members, and Teachers

SLO – Students will profile and assess the working style and concerns of a school principal and develop strategies and two actionable plans to meet both the concerns of the principal and the needs of the school library program.

Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to each student’s plan that assesses the needs of the principal, shows collaboration and innovation, and appropriate strategies to implement two action plans.

Mod 8 – Seeking External Funding

SLO – Students will demonstrate research, communication, and assessment skills by locating a relevant grant opportunity appropriate to an identified school setting that could fund additional library resources, technology, or services to improve the school library program and drafting a letter proposal for funding.
Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to the description, presentation of information, and appropriateness of the two grant opportunities, as well as the suggested use of funds for the school.

Mod 9 – Grant Writing Part 1

SLO – In small groups, students will demonstrate their collaboration, leadership, and grant writing skills by crafting an abstract, needs assessment, goals and SMART objectives for the first half of a grant proposal.

Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to writing specified components of the grant proposal by the group and assess participation and collaboration of each group member.

Mod 10 – Professional Communities

SLO – By adding to their online address book of contacts, students will build a professional network of colleagues, libraries, and associations to support school library work, resource sharing, and facilitate access to information.

SLO - Students will conduct an interview of a local public or academic librarian in order to build a collaborative rapport with a colleague, establishing connections with other librarians and their library’s services.

Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to the online address book of contacts and to an interview with a different type of librarian (college, public, or special).

Mod 11 - Grant Writing Part 2

SLO – In small groups, students will demonstrate their collaboration, leadership, and grant writing skills by crafting a budget, time line, evaluation and dissemination plans for the second half of a grant proposal.

Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to writing specified components of the grant proposal by the group and assess participation and collaboration of each group member.

Mod 12 – Developing an Advocacy Plan

SLO – As a culminating assignment, students will develop a three–year advocacy plan with a campaign worksheet and reflection essay demonstrating their communication, advocacy and leadership skills in influencing targeted stakeholders, applying relevant research and student and school data, and writing focused and realistic SMART objectives for an identified school library setting.
Evaluative Techniques – Rubrics that articulate evaluative criteria will be applied to the three-year advocacy plan that addresses three stakeholder groups with a mix of public relations, marketing, and professional development; a campaign worksheet that outlines an action plan for one targeted SMART objectives; and, a reflection essay that shows growth and learning of advocacy and leadership skills and dispositions.