New Course Request Form

1. Date: April 15, 2013 Department: School Library & Information Technologies

2. Purpose and Nature of Course (include relevant assessment data to support this proposal):
   This online course will be a replacement for the existing course, LSC 5530, that was originally designed and written in 1999-2000. LSC 5531 will address the critical nature of the reduction of school library programs across the nation due to the economy and a general misunderstanding of the role of the school librarian in education. Although LSC 5530 had been consistently updated, it is now time for a complete revision to address more urgent needs for advocacy and leadership of the school librarian. The redesigned course will include an emphasis on using research and data to create targeted “messaging” to influence specific audiences or stakeholders, such as parents, school board members, and the community. Additionally, the role of the school librarian in political activism to improve educational opportunities for K-12 students and networking with other education organizations and colleagues will be stressed. The resulting course will also integrate additional Web 2.0 and social media tools (e.g., web-based address book, mobile legislative alert tools, curated information collected on a LibGuide, Blackboard Collaborate or Google apps, and Twitter to name a few) to increase candidates’ technology and communication skills.

3. Prefix: LSC Number: 5531 CIP:

4. Course Title: School Library Advocacy and Leadership
   Abbreviated Title (for Master Schedule), Maximum 20 spaces
   School Library Advocacy and Leadership

5. Credits (Place number of credits beside appropriate types)
   Credit(s) _____ Undergraduate
   Credit(s) _____ Graduate
   For variable credits, list Minimum Credit _____; Maximum Credits _____

6. Clock Hours:
   Lecture _____ Recitation _____ Lab _____ Online
   Contract Hours:
   Lecture _____ Recitation _____ Lab _____ Online

7. To repeat for additional credit (not repeat of previously earned grade), list maximum hours of credit that may be earned over multiple Semesters N/A semester hours.

8. Course Description for Catalog (limit to four sentences):
   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.

9. Prerequisites: (Courses which MUST be completed prior to taking this course) ____None____
10. Co-requisites: (Courses which must be taken prior to or simultaneously with) ____ None ____
11. If taught dual-level or cross-listed with another department, list:
Prefix _____ Number _____ Support Signature ________________________________
If dual-level, attach a document that indicates content, assignments and assessments for graduate and undergraduate courses.

12. List Student Learning Outcomes and describe evaluation techniques for this course in an attached syllabus: See attached

13. Courses to be eliminated: (Course deletion form must be completed):
Prefix LSC _____ Number 5530 _____
If none: How will increased offerings be staffed?

13. New faculty resources needed? ____Yes _____X____ No
14. Requested initial date of offering (Must meet new catalog deadline of March 1) Spring 2014
15. Estimated Frequency of Offering: Fall and Spring semesters and summer session (11 weeks) -- enrollment driven
16. New Library Resources Needed? ____Yes _____X____ No If yes:
Signature of appropriate librarian indicating needs can be met:
________________________________________
17. New Technology Resources Needed? ____Yes _____X____ No, if yes:
Signature of Director of Information Technology indicating needs can be met:
________________________________________
18. New Equipment resources needed? ____Yes _____X____ No, if yes:
Describe Equipment: _______________________________________________
Source of funding: ________________________________________________
19. List 1 – 3 sample textbooks for this course:
20. Describe any student enrollment restrictions (limited to majors in program XXX, restricted from majors in program XXX, etc.) Limited to the students in the SL&IT program
21. Request that Course be considered for General Education Credit. Please check applicable boxes.
a. _____ Satisfy Foundation of Knowledge Requirement
   i. _____Written Communication
   ii. _____Oral Communication
b. _____ Satisfy Approaches of Knowledge Requirement
   i. _____Humanities
   ii. _____Mathematics
   iii. _____Natural Sciences
   iv. _____Social and Behavioral Sciences
c. _____ Satisfy Unity and Diversity of Humanity
   i. _______Language other than English
   ii. _______Western and Non Western Global Cultures
   iii. _______Strand 1 Ethics and Civic Responsibility
   iv. _______Strand 2 Environmental, Economic, Social, and Personal Sustainability
   v. _______Strand 3 Arts and Human Experience

You must submit a separate application for General Education Credit.

22. Does this course impact any Education Programs? _____ Yes  ___ No
    If Yes:  Signature of Chair of TEC must appear below.

23. Special Needs, if any:

**Recommendation Dates and Signatures:**

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<th>Department:</th>
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<td>TEC (if any education program):</td>
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MU Form A41N – Effective 4/1/01
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
   C. Documenting and communicating school library achievements
   D. Analyzing and using student standardized test score data
   E. 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 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
   C. Selecting and using research
   D. Locating relevant school demographic and student achievement data
   E. 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
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.

Evalulative 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.

Evalulative 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.

Evalulative 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.