December 13, 2016

MEMORANDUM

TO: Keith Marzullo  
    Dean, College of Information Studies

    Jeffrey Franke  
    Interim Dean, Graduate School

FROM: Elizabeth Beise  
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish a Post-Baccalaureate Certificate of Professional Studies in Youth Experience (PCC Log. No. 16017)

On November 15, 2016, Chancellor Caret gave final approval to your proposal to establish a Post-Baccalaureate Certificate of Professional Studies with a focus in Youth Experience. A copy of the approved proposal is attached.

This Post-Baccalaureate Certificate of Professional Studies program is effective Spring 2017. Please ensure that this program is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/  
Enclosure

cc: Andrew Harris, Chair, Senate PCC Committee  
    Barbara Gill, Office of Enrollment Management  
    Reka Montfort, University Senate  
    Chip Denman, Division of Information Technology  
    Pam Phillips, Institutional Research, Planning & Assessment  
    Anne Turkos, University Archives  
    Linda Yokoi, Office of the Registrar  
    Alex Chen, Graduate School  
    Ann Weeks, College of Information Studies
OFFICE OF THE CHANCELLOR

November 15, 2016

Dr. Wallace Loh
President
University of Maryland
1101 Main Administration Building
College Park, MD 20742

Dear Wallace,

Thank you for forwarding the request of the University to establish a new iteration of the existing Post-baccalaureate of Professional Studies Certificate with the addition of a new area of focus in Youth Experience.

I am pleased to approve this request. I am confident that the addition of this new iteration will meet with great success.

Sincerely,

Robert L. Caret
Chancellor

cc: Mary Ann Rankin, Senior Vice President and Provost
    Jeffrey Franke, Interim Dean, Graduate School
    Keith Marzullo, Dean, College of Information Studies
Program: Graduate Certificate of Professional Studies in Youth Experience

Department/Unit: College of Information Studies

Proposal Contact Person (with email): Ann Carlson Weeks acweeks@umd.edu

Type of Action (check one):
- ✔️ Establish a new academic degree/certificate program
- Create an online version of an existing program
- Establish a new minor
- Suspend/Discontinue a degree/certificate program
- Establish a new Master or Certificate of Professional Studies program
- New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).

1. Department Committee Chair

2. Department Chair

3. College/School PCC Chair Brian Butter 9-2-16

4. Dean Keith Martin 9-2-16

5. Dean of the Graduate School (if required) M. Mark 11/21/16

6. Chair, Senate PCC Andrew Harris 11/4/16

7. University Senate Chair (if required) Elizabeth J. Beier 12/15/2016

Instructions:
When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, and email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):

The Graduate Certificate in Youth Experience will build youth librarians' capacity to adapt to the changing landscape of youth learning and technology. The Institute of Museum and Library Services (IMLS) awarded a three-year continuing education grant (2016-2019 - Federal Award Identification Number: RE-40-16-0060-16) to the College of Information Studies at the University of Maryland to develop a 12-credit online Graduate Certificate in Youth Experience to enable practicing youth librarians to promote 21st century skills among their youth patrons between the ages of 0 to 18. The certificate is based upon the Youth Experience specialization offered by the College in its MLIS degree program. If approved, the first cohort of certificate students would begin their work in May 2017 and complete the coursework by the end of May 2018.

Unit Codes:
(1) 012035001350101 INFO-College of Information Studies (Primary)
(2) 012024001240101 GRAD-Graduate School
Post-Baccalaureate Certificate of Professional Studies in Youth Experience

The Post-Baccalaureate Certificate of Professional Studies in Youth Experience will build current youth librarians’ (includes children’s and teen librarians) capacity to adapt to the changing landscape of youth learning and technology. The Institute of Museum and Library Services (IMLS) awarded a three-year continuing education grant (2016-2019 – Federal Award Identification Number: RE-40-16-0060-16) to the College of Information Studies at the University of Maryland to develop a 12-credit online Post-Baccalaureate Certificate of Professional Studies in Youth Experience to train practicing youth librarians to promote 21st century skills among their youth patrons between the ages of 0 to 18. The IMLS grant will support the development of the new course for the certificate, the tuition and travel stipend for 15 students accepted into the first certificate cohort, and a series of project evaluation activities to shape the next iteration of the certificate program.

Brief catalog description

The Post-Baccalaureate Certificate of Professional Studies in Youth Experience will be aimed at building youth librarians’ capacity to better adapt to the changing landscape of youth learning and technology. The Post-Baccalaureate Certificate of Professional Studies in Youth Experience prepares librarians to promote 21st century skills among youth ages 0-18 through incorporating participatory design principles, design thinking approaches, and dynamic community partnerships in their offerings of programs and services.

Program justification

The Post-Baccalaureate Certificate of Professional Studies in Youth Experience will fill a significant gap in professional development relating to libraries’ efforts to build capacity among their workforce to better serve the needs of diverse youth and build their critical 21st century skills.

Four categories of inter-related knowledge and skill sets emerged in recent reports describing the nature of skills and abilities that librarians must have to promote learning and innovation among youth:

(A) Librarians need to be ready and willing to transition from expert to facilitator, engaging in active and continuous learning with teens and for teens (Braun, Hartman, Hughes-Hassell, & Kumasi, 2014, p. 24) to “re-imagin[e] services and spaces” (IMLS, 2015, p. 2).

(B) Librarians need to apply interdisciplinary approaches to establish equal partnership and learning opportunities that facilitate discovery and use of digital media. Such approaches are informed by research, methods, and best practices in disciplines outside of library and information science, particularly in learning sciences (ARUP, 2015; Bertot, Sarin, & Percell, 2015; Garmer, 2014; IMLS, 2015).

(C) Librarians need to develop dynamic community partnerships that reach beyond the library, specifically “building partnerships and collaborations in their communities” (Braun, et al., 2014, p. 23).
Finally, librarians need to know how to work with youth from non-dominant groups who need the libraries the most (Braun, et al., 2014, p. 23; IMLS, 2015). Non-dominant youth are defined as members of diverse groups that have been traditionally excluded from institutionalized sources of privilege (Gutierrez & Rogoff, 2003; Ito et al., 2013), and who do not use technology in ways that develop their emerging literacies (Subramaniam, et al., 2015).

While these reports make conceptual recommendations on the needed skills for current children and youth librarians, this proposed certificate program leverages recent research in learning sciences to advance the development of this set of inter-related knowledge and skills. Research in the learning sciences stresses the importance of integrating design thinking and participatory design approaches when working with youth of non-dominant backgrounds in technology-enhanced learning environments. These needs in these recent reports are also further highlighted in the job postings for librarians in the recent months. We found calls for the following types of experience and expertise from children and youth librarian job postings (between May 2015 till December 2015) that further emphasize the need for this certificate: “extensive relationship building with local schools, youth advocates, community organizations, and families”; “develop creative STEAM, maker, technology-based and early literacy-based children's programming”; “advocate for teens and work to create current, cohesive teen library services system-wide”; and “to develop, promote, facilitate, and evaluate innovative programs to meet the expressed and anticipated needs of the community’s young adult population.”

We found little evidence that the current library and information science/information/education schools are preparing children and youth librarians with these skills and qualifications. We conducted a comprehensive analysis of program/course/certificate offerings and syllabi at these schools to determine if the skills and abilities that librarians must have to promote youth learning and innovation were actually being met in the existing training of new and/or current librarians. With the exception of 1-credit, discontinued courses, we were unable to find any course offerings that respond to this deficit in knowledge and skills identified. The proposed certificate directly fulfills this gap by creating unique, interdisciplinary experiences and coursework in Youth Experience that are dedicated to current needs of children and youth librarians that move beyond the bounds of traditional programs/offers related to youth. This Post-Baccalaureate certificate provides continuous education in aspects that are vital for youth learning in libraries.

The development of this program as well as the tuition for the first cohort will be funded by IMLS as indicated above. 15 students are expected to enroll in the first cohort. The program’s sustainability has been built into the grant as well; as a condition of their funding, the first year’s students will conduct promotional activities to aid in recruitment for the program’s second and subsequent cohorts. Future cohorts are expected to be between 15-20 students.
Description

Educational Objectives

The Post-Baccalaureate Certificate of Professional Studies in Youth Experience will enable current children and youth librarians to:

   a) design and implement policies, programs, and technology that benefit young people’s learning, development, and life endeavors;
   b) become change agents for youth development which supports learning with new media;
   c) adopt a design thinking approach and undertake projects that emphasize creating with-youth-for-youth design methods;
   d) identify best practices to be inclusive of all youth’s needs, in particular youth from disadvantaged populations;
   e) apply core theories and models from information science and learning sciences to address needs of youth; and
   f) partner with other cultural institutions and community organizations to help with youth programming, education, and other projects related to youth development.

The core of the certificate is its emphasis on learning sciences, including critical aspects of promoting learning using technology such as adult mentorship, partnership, participatory design (i.e., engaging youth stakeholders in the creation of new technologies and experiences) and design thinking in the context of learning in libraries.

Required courses

INST 650 – Facilitating Youth Learning in Informal and Formal Environments
Foundational concepts in Youth Experience programs and services, principles in working with youth and children, introduction to theory/approaches to inquiry, resources, and services related to the information needs and interests of youth and children.

INST 651 – Promoting Rich Learning with Technology
Key theories about how people learn, types of learning that can happen with technology, and integration of technologies to facilitate rich learning experiences.

INST 652 – Design Thinking and Youth
Youth-driven learning environments, participatory design, and design thinking that inform library practices with youth for youth using design principles.

*INST [course number TBD] – Capstone in Youth Experience
Students will leverage existing community partnerships or build new partnerships that will allow them to put all the skills that they have learned in the first three courses into practice.

* This is the only new course that will be developed for the Post-Baccalaureate Certificate of Professional Studies in Youth Experience. We will be conducting participatory design sessions at the Young Adults Library Services Association Symposium in November 2016
with current children and youth librarians to gather the content knowledge and experiences that will need to be included in the Capstone in Youth Experience course. We anticipate having the Capstone in Youth Experience course syllabus ready in November 2016 and will be going through the course approval process shortly thereafter. INST650, INST651, and INST652 are required courses for the Youth Experience specialization within the Master’s in Library and Information Science program at the iSchool, hence these courses have been or currently being taught at the iSchool.

**Learning Outcomes and Assessment**

At the completion of the Post-Baccalaureate Certificate of Professional Studies in Youth Experience, students will be able to:

1. Demonstrate an understanding of the issues, concepts, and policies related to youth teaching and learning processes in informal and formal learning environments.
2. Utilize appropriate methods for facilitating learning with technology, including the appropriate environment for learning, and different types of youth groups.
3. Develop library programming and services through the use of participatory design and design thinking techniques that reach out to diverse youth populations.
4. Develop and evaluate models of community engagement and partnerships with youth-focused community organizations.

Outcome 1 will be assessed through INST650, specifically through the Observations of Informal and Formal Youth Learning Programs and Analysis assignment, where students are expected to observe three youth learning programs during the course, make an oral presentation and submit an analytical and reflective paper about the observations. This assignment is designed to enable students to compare the vision and expectations described for youth learning programs and the realities (including issues, challenges, and policies) that they will find in various learning environments.

Outcome 2 will be assessed through INST651, specifically through Epic projects and Journaling assignment, where students will examine and explore different technologies and make entries to journal that indicate how these technologies can be used in facilitating learning and the appropriateness of these methods for different learner types such as children, teens, and young adults, as well as learners with different and special needs.

Outcome 3 will be assessed through INST652, specifically through short assignments of Contextual Overview that requires students to interview youth or people that they work with e.g., librarians, maker space technicians, educators) about their experiences, and a Paper Prototyping assignment of an idea/program that represents an application of what they have learned from the contextual interview. Additionally, students will also complete a project, whereby students will evaluate a technology-related task or problem, develop interface design alternatives for the task or problem using design thinking techniques, develop a prototype of their design using participatory design principles and conduct evaluations of their design. This project will provide the students with hands-on experience within youth contexts and the tasks that program designers face daily.
Outcome 4 will be assessed in the Capstone in Youth Experience course, which serves as a culminating course for this certificate that focuses on community engagement geared toward children and youth at the students’ local libraries and community organizations (as indicated in the learning outcomes above). The students will develop a technology-infused library program from scratch that involves a partnership with one or more community agencies and one or more methods of youth-driven participation. Students will document the partnership models used and their efficiency, implement at least one instance of the programming, and evaluate its effectiveness. The students will choose a method of evaluation (formative or summative) to document the benefits and outcomes of their programming in terms of learning, and solicit feedback on the process and resulting programming from their youth patrons.

**Admission Criteria**

All applicants must have:

- Received a four-year baccalaureate degree
- Received a master's degree in library or information science
- Earned a minimum GPA of 3.0 (on a 4.0 scale) in all prior undergraduate and graduate course work
- Must be currently a children/youth/teen librarian or supervisor in a public library in the United States

In addition, the certificate must be pertinent to the applicant's current position.

**Resources and Library Assessment**

Since the Post-Baccalaureate Certificate of Professional Studies in Youth Experience utilizes existing online Master’s in Library and Information Science program courses as indicated above, there are no additional resources (i.e. facility, equipment, and library) that are needed. Existing facilities and instructional resources will be used to deliver the certificate program.

**Faculty**

Dr. Mega Subramaniam, Associate Professor, iSchool

Dr. Tammy Clegg, Assistant Professor, iSchool and the College of Education

Linda Braun, Part-time Lecturer, Learning Consultant, Librarians & Educators Online

**Oversight committee**

Dr. Mega Subramaniam, Certificate Director

Dr. Tammy Clegg

Dr. Jeffrey Franke, Interim Dean of the Graduate School

Tricia Donovan, Certificate Administrative Manager
References


