June 10, 2015

MEMORANDUM

TO: Jennifer Preece
   Dean, College of Information Studies

FROM: Elizabeth Beise
       Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Master of Library and Information Services – Diversity and Inclusion Specialization (PCC log no. 14051)

The proposal to modify the Master of Library and Information Services- Diversity and Inclusion Specialization has been administratively approved. A copy of the approved proposal is attached.

The change is effective immediately. Please ensure that this change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/
Enclosure

cc: Gregory Miller, Chair, Senate PCC Committee
    Barbara Gill, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Taylor, 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
The College of Information Studies (Maryland's iSchool) plans to replace the Information and Diverse Populations (IDP) informal specialization, one of the informal specializations in the Master of Library Science (MLS) program, with the Diversity and Inclusion (DI) specialization to offer an updated, more competitive set of courses that better enables students to develop a range of practical and analytical skills to provide information and technology services to diverse populations in libraries, archives, school libraries, government agencies, and other information settings.
PROPOSAL FOR
MODIFICATION OF SPECIALIZATION (INFORMAL)
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
DIVERSITY AND INCLUSION SPECIALIZATION FOR
MASTER OF LIBRARY SCIENCE DEGREE

COLLEGE OF INFORMATION STUDIES
DEAN JENNIFER PREECE

SPECIALIZATION _DIVERSITY AND INCLUSION_
FOR DEGREE PROGRAM ____MASTER OF LIBRARY SCIENCE____

Proposed Initiation Date: ______ SPRING 2016 ______
I. ABSTRACT

The Master of Library Science (MLS) degree program in the College of Information Studies (iSchool) offers a number of informal specializations designed to advise students of the many ways to complete their coursework for graduation. These informal specializations serve as pathways through the degree program and are based upon professional areas of expertise in the library and information science field.

The proposed Diversity and Inclusion informal specialization focuses on instruction about and research into the design, development, provision, and integration of information services, resources, technologies, and outreach for diverse populations. The proposed Diversity and Inclusion (DI) informal specialization, an update of the existing Information and Diverse Populations (IDP) informal specialization, will prepare students to provide inclusive information services in their professional careers, regardless of their career goals. The iSchool PCC approved a proposal that updates the IDP informal specialization to better enable students to develop a range of practical and analytical skills to provide information and technology services to diverse populations in libraries, archives, school libraries, government agencies, and other information settings.

By updating the content and prefix of two courses (from LBSC to INST), students in the specialization will be better prepared address the role that libraries and other information agencies, as well as the information providers, play in providing inclusive and equal access to information. The removal of one required course will allow students additional flexibility in selecting electives tailored to their specific career goals. A summary of changes can be found below in Table 1.

<table>
<thead>
<tr>
<th>Current Specialization Courses</th>
<th>Proposed Specialization Courses</th>
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<tr>
<td>• LBSC 620 Diverse Populations, Inclusion, and Information</td>
<td>• INST 620 Diverse Populations, Inclusion, and Information</td>
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<tr>
<td>• LBSC 622 Information and Universal Usability</td>
<td>• INST 622 Information and Universal Usability</td>
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<td>• INST 612 Information Policy</td>
<td>• INST 612 Information Policy</td>
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<td>• INST 613 Information and Human Rights</td>
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<td>• INST 614 Inclusion, Literacy, and the Public Good</td>
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Table 1: Proposed Changes to the Specialization
II. OVERVIEW and RATIONALE

The information profession struggles with significant issues related to diversity. In many areas, those who work in the library and information science fields do not reflect the diversity of the populations they serve. In addition, in recent years, the use of libraries by traditionally unrepresented groups has significantly increased, due in part to economic conditions and the changing nature of the populations. These interrelated challenges for librarianship must be addressed to ensure that inclusive services are offered.

Given the importance of equal access to information by all members of society, it is imperative that the iSchool prepare future professionals who are ready to design, develop, provide, and integrate information services, resources, outreach, and technologies that serve diverse populations. Factors including ethnicity, gender, ability, language, literacy, socio-economic background, education, and national origin must be taken into consideration.

Specific changes to the information specialization include the removal of one required course (INST 614 Inclusion, Literacy, and the Public Good) and the updating and prefix change for two courses (LBSC 620 Diverse Populations, Inclusion, and Information, and LBSC 622 Information and Universal Usability). INST 614 Inclusion, Literacy, and the Public Good, will continue to be offered as an elective for all iSchool students. By making the informal specialization 12 credits, it allows students more flexibility in selecting electives that address their specific career aspirations. The revisions and updates to LBSC 620 Diverse Populations, Inclusion, and Information and LBSC 622 Information and Universal Usability, will broaden the scope of the courses to address issues of inclusion in a wider variety of information centers and from a more international perspective.

The Master of Library Science (MLS) degree (36 credits) requires students to successfully complete four required core courses (12 credits) and a field study course (3 credits). The remaining 21 credits are designated as open electives. While students in the MLS program are free to satisfy the elective requirements however they choose, they may select from a list of career-relevant specializations developed by the faculty and MLS committee within the College (see Appendix A). The specialization guidelines provide students with information they may use when selecting a set of electives to best meet their needs.

The list of courses for the Diversity and Inclusion (DI) informal specialization better enable students to develop a range of practical and analytical skills to provide information and technology services to diverse populations in libraries, archives, school libraries, government agencies, and numerous other information agencies.
III. CURRICULUM and LEARNING OUTCOMES

Students enrolled in the specialization will be uniquely prepared to provide inclusive information services in their professional careers, regardless of their specific career goals. The DI specialization will enable students to develop a range of practical and analytical skills to provide information and technology services to diverse populations in a variety of settings.

Students who complete the Diversity and Inclusion specialization will be prepared to:

- Demonstrate cultural awareness and be prepared to work with populations that are diverse in terms of gender, ability, language, literacy, socio-economic background, age, and other factors.
- Comprehend and describe the issues related to providing inclusive information services to different populations in a range of settings.
- Anticipate and implement solutions to address the challenges in providing inclusive information services to a variety of user populations.
- Identify best practices and lessons in inclusive information services from different institutions.
- Analyze how best to design, develop, and provide information services, resources, and technologies that serve diverse populations.
- Integrate inclusive information practices with other practices in an information organization.
- Conduct research about information and diverse populations.
- Understand and demonstrate through practice the ethical responsibilities of information professionals in terms of service to diverse populations.

Students following this informal specialization must successfully complete the following four courses.

- INST 620 Diverse Populations, Inclusion, and Information
- INST 622 Information and Universal Usability
- INST 612 Information Policy
- INST 613 Information and Human Rights

Students may then choose their remaining three courses (9 credits) from any approved LBSC, INST, or INFM courses offered by the iSchool, for a total of 21 credits.

IV. IMPACT

The course changes to the Diversity and Inclusion specialization will minimally impact the MLS degree program and the iSchool. The only measurable impacts of the course changes will be a brief period of review and revision to LBSC 620 and LBSC 622 in order to convert them to INST (College-wide) courses and make them more applicable across all iSchool programs. The other impact will be on advisors and MLS staff members, who will need to respond to students’ questions regarding the specialization.
change. MLS staff will need to update online program descriptions and highlight the changes to the specialization. No additional staff, resources, or facilities will be required.

Student impact is also expected to be minimal. Students currently enrolled in the Information and Diverse Populations (IDP) specialization will complete the requirements of the current specialization curriculum. If students wish to pursue the revised Diversity and Inclusion curriculum, MLS faculty and staff and iSchool advisors will help students assess the options for transitioning to the new course set. Students entering the MLS program in or after Fall 2015 will be advised by the MLS faculty and staff and iSchool advisors of the requirements for the Diversity and Inclusion informal specialization.
APPENDIX A: Master of Library Science (MLS) Program Overview

Program Description

The Master of Library Science (MLS) program at the University of Maryland, fully accredited by the American Library Association (ALA), is a professional degree that provides students with a comprehensive foundation in both research and practice in library and information science (LIS). This foundation prepares students for careers in government, archives, museums, libraries, startups, and other information dependent organizations.

The MLS program is designed for students from a wide variety of academic and career backgrounds, and is flexible enough to accommodate students working full or part-time. Students can complete their MLS degree in-person, fully online, or through a combination of online and face-to-face courses.

The Masters in Library Science Program requires 36 credit hours of academic work to be completed with a minimum 3.0 GPA within five calendar years from the first registration. At least 24 of the 36 required credits must be designated LBSC, INST, or INFM courses taken in the iSchool. Every student receiving his or her MLS must complete the MLS Core (12 credits) and either a field study (3 credits) or a thesis (6 credits). Students must also meet the requirements of his or her selected specialization or follow an individualized program plan.

Specializations

Students in the MLS Program may select a specialization or pursue the “Individualized Program Plan” through which they may create their own course plan or select electives in one or two knowledge areas. Knowledge area guides enable students select appropriate courses for acquiring in-demand skill sets for common career interests.

Archives and Digital Curation

The Archives and Digital Curation specialization focuses on the creation, management and use, long-term preservation, and current and future access to records and information, both analog, and digital, in a variety of disciplines and sectors of the economy. Information is at the very heart of a modern society’s ability to learn, conduct business, recreate, and manage complex scientific, technological, industrial, and information infrastructures. It is a societal imperative that there be qualified professionals with the technical, intellectual, and social awareness required to manage complex collections of analog, born-digital, or digitized materials in a variety of organizational settings.

Community Analytics and Policy

The Community Analytics and Policy (CAP) specialization focuses on the process of developing local data infrastructures designed to promote civic engagement at the community level, and the roles that information professionals can play in
supporting that engagement. It focuses on the nature of open data and information; the ability of the public to be informed about local issues through open government and data; the ways in which information professionals can serve as key community-based intermediaries between governments, the public, and local issues; the curation and management of digital assets, particularly datasets; the ability to create and foster data-driven communities of practice; and the role of the political process and information policy in shaping the development of community data.

**Diversity and Inclusion**

Given the importance of equal access to information by all members of society, the study of information must be framed in the most inclusive terms possible. The Diversity and Inclusion specialization focuses on instruction about and research into the design, development, provision and integration of information services, resources, technologies, and outreach that serve diverse and often under-served populations.

**School Library**

The School Library specialization provides candidates with a firm educational foundation in information studies while pursuing requirements for School Library (SL) certification in the state of Maryland. The mission of the SL specialization is to prepare individuals to work in K–12 environments and enable students and staff to be effective users of ideas and information. The specialization enables students to gain experience in:

- Providing intellectual and physical access to materials in all formats.
- Providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas.
- Working with other educators to design learning strategies to meet the needs of individual students.

**Individualized Program Plan**

The Individualized Program Plan (IPP) allows to students to design their own course of study based on their interests, career goals, and the knowledge areas in which they want to build their skills. Students who select the Individualized Program Plan have two options in planning their course work:

1. Students may select from one or more of the knowledge areas below and construct a course plan using the recommended courses in the selected knowledge area(s).
   - Accessibility and Usability
   - Electronic Resource Management
   - Management and Leadership
   - Planning and Evaluation
   - User Services, Reference, and Instruction
   - Youth

2. Students may work with an advisor and/or faculty member to create a completely unique program of study.
## APPENDIX B: Diversity and Inclusion Specialization Course Descriptions

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<tr>
<th>Course</th>
<th>Description</th>
<th>Learning Outcomes</th>
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| **INST 612** <br>Information Policy | The access, exchange, and management of information have been key issues throughout the history of the United States, from the Declaration of the Independence through today. This course examines selected aspects of public policy questions that relate to information and communications, with special attention paid to complex policy issues that involve value conflicts among information ownership rights, personal privacy rights, and public access rights to information. It focuses on constitutional principles, statutory provisions, laws and regulations, and federal policies. Topics include information equity, universal service, privacy, intellectual property, censorship, and e-government. The course focuses on providing students with a fundamental understanding of the importance and impact of information policy on the information profession. | At the completion of the course, students will:  
- Demonstrate a broad understanding of major information and telecommunications policy issues;  
- Demonstrate familiarity with significant literature, constitutional and statutory provisions, domestic laws, regulations and federal policies relating to information and telecommunications policy issues;  
- Describe and analyze information and telecommunications policy issues; and  
- Demonstrate an awareness of the interrelationships among key information and telecommunications policy issues such as information access rights, universal service, and privacy. |
| **INST 620** <br>Diverse Populations, Inclusion, and Information | Information underlies virtually every interaction, is a vital social and political equalizer, and is a unifying thread throughout all human actions. Given the importance of equal access to information by all members of society, the study of information must be framed in the most inclusive terms possible, including issues of socio-economic status, education, geography, language, literacy, gender, age, sexual orientation, disability, race ethnicity, and national origin. This course is designed to prepare future information professionals to develop and provide inclusive services to diverse and underrepresented populations, and to analyze and evaluate services to ensure equality of access to information in a range of institutional settings. | At the completion of the course, students will:  
- Understand the concepts of inclusion and equal access in terms of information;  
- Understand the social, political, and technological barriers to access in society;  
- Understand the specific information needs of various diverse and underrepresented populations;  
- Understand the history of the provision of services to underrepresented and diverse populations;  
- Understand the means of designing, implementing, analyzing, assessing, and evaluating information services in terms of equal access;  
- Understand the issues of diversity and underrepresentation in information education; and  
- Understand the importance of equality of information access to society. |
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Goals</th>
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<tr>
<td>INST 622</td>
<td><strong>Universal Usability</strong></td>
<td>This course focuses on the use and challenges of information services and</td>
<td>At the completion of the course, students will:</td>
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<td>technologies to provide equal experiences and outcomes to all users. Laws,</td>
<td>• Understand the limitations that many diverse populations experience in their desire to gain</td>
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<td>standards, approaches, component concepts, access needs, and technologies</td>
<td>information for education and for pleasure;</td>
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<td>in relation to physical and online information environments.</td>
<td>• Understand the need for libraries to improve the technology available to the special</td>
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<td>needs of their patrons;</td>
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<td>• Understand the types of materials that should be part of every collection;</td>
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<td>• Understand the variety of programming options that should be available, at minimal</td>
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<td>cost;</td>
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<td>• Understand the ways in which libraries can take on a leadership role in assuring</td>
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<td>Universal Usability to all of their patrons both within their buildings and within the</td>
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<td>community; and</td>
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<td>• Understand the organizations with which libraries may wish to partnership to increase</td>
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<td>services to diverse populations.</td>
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<td>INST 613</td>
<td><strong>Information and Human Rights</strong></td>
<td>The concept of human rights is the belief that all individuals deserve</td>
<td>• At the completion of the course, students will: Understand and describe the impact of</td>
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<td>certain equal rights as members of society. This course examines information</td>
<td>information and human rights in social, cultural, economic, legal, and political contexts.</td>
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<td>as a human right, including topics on the relationship of information to</td>
<td>• Describe information access and use as rights as well the impacts of technological</td>
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<td>human rights; social, cultural, economic, legal, and political forces</td>
<td>development and change on information as a right.</td>
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<td>shaping information; the impacts of rights on information professions,</td>
<td>• Recognize the factors that create information inequalities and the relationships</td>
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<td>standards, and cultural institutions; and disadvantaged populations. While</td>
<td>between information, human rights, and social justice.</td>
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<td>this course will focus on the United States, cases and examples will be</td>
<td>• Explore rights in the context of information institutions (libraries, archives, and</td>
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<td>drawn from international events.</td>
<td>museums).</td>
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<td>• Discuss and interpret the impacts of professional codes and standards on information</td>
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<td>as a right.</td>
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<td>• Design and assess the effectiveness of programs to promote information access.</td>
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