



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

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September 12, 2025

Dr. Sanjay Rai
Secretary
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Dear Secretary Rai:

I am writing to request approval for a new Doctor of Information Science program in Information Science Leadership and Community Engagement. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Doug Oard, Interim Dean, College of Information



Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

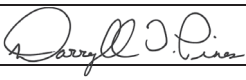
Institution Submitting Proposal

University of Maryland, College Park

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| ☒ New Academic Program | ☐ Substantial Change to a Degree Program |
| ☐ New Area of Concentration | ☐ Substantial Change to an Area of Concentration |
| ☐ New Degree Level Approval | ☐ Substantial Change to a Certificate Program |
| ☐ New Stand-Alone Certificate | ☐ Cooperative Degree Program |
| ☐ Off Campus Program | ☐ Offer Program at Regional Higher Education Center |

Payment ☒ Yes	Payment ☒ R*STARS # JJ593769	Payment	Date
Submitted: ☐ No	Type: ☐ Check #	Amount: \$850	Submitted: 9/15/2025

Department Proposing Program	College of Information		
Degree Level and Degree Type	Doctorate (Professional Practice); Doctor of Information Science		
Title of Proposed Program	Information Science Leadership and Community Engagement		
Total Number of Credits	48		
Suggested Codes	HEGIS: 070204	CIP: 11.0401	
Program Modality	☐ On-campus ☐ Distance Education (fully online) ☒ Both		
Program Resources	☒ Using Existing Resources ☐ Requiring New Resources		
Projected Implementation Date (must be 60 days from proposal submission as per COMAR 13B.02.03.03)	☐ Fall	☒ Spring	☐ Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/		
Preferred Contact for this Proposal	Name: Michael Colson		
	Title: Senior Coordinator for Academic Programs		
	Phone: 301-405-5626		
	Email: mcolson@umd.edu		
President/Chief Executive	Type Name: Darryll J. Pines		
	Signature: 		Date: 09-12-2025
	Date of Approval/Endorsement by Governing Board:		

Revised 4/2025

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes a new professional practice doctoral program in **Information Science Leadership and Community Engagement**. This program will have a new degree award, the **Doctor of Information Science (D.Inf.Sci)**. This practitioner-oriented degree is designed for working professionals in information organizations—including libraries, archives, museums, government agencies, higher education, and nonprofits—who seek advanced training to lead their institutions through the lens of community engagement. Unlike traditional Ph.D. programs, which focus on theoretical research, this program emphasizes the application of knowledge to real-world leadership and community engagement challenges. It prepares “researching professionals” by equipping them to design and implement organizational change initiatives grounded in evidence and participatory research methodologies.

The program will be delivered in a hybrid format that combines fully online coursework—offered primarily through synchronous evening sessions—with required in-person components that ensure meaningful professional engagement and academic rigor. While students complete all academic courses remotely, they must participate in several in-person activities, including annual professional conferences with their inquiry groups, as well as key milestones such as the oral qualifying exam, capstone proposal defense, and final capstone presentation.

Relation to Strategic Goals. The proposed program directly supports the mission and strategic goals of the University of Maryland, College Park (UMD). As the state's flagship land-grant institution, UMD is committed to excellence in teaching, research, and service that advances the public good, especially through inclusive and community-centered practices. This program exemplifies those commitments by preparing mid-career professionals in information institutions—such as libraries, museums, archives, educational nonprofits, and government agencies—to lead transformational change that enhances equitable access to information. Aligned with UMD's 2022 *Fearlessly Forward* strategic plan¹, the program reimagines doctoral education through action-based capstone projects, cross-cohort inquiry groups, and mentorship by both academic and professional leaders. It empowers students to address grand challenges like systemic information inequity and civic disconnection, while also building strategic partnerships that serve Maryland communities and beyond.

Funding. The program will be funded through a combination of internal reallocations from the College of Information and tuition revenue generated by program enrollment. The college has committed existing faculty and administrative resources to support program delivery and anticipates the program will be financially self-sustaining by its third year. The College of Information offers four Master's programs—the Master of Science in Information, the Master of Library and Information Science, the Master of Science in Human-Computer Interaction, and the Master of Information Management. The College also offers a Ph.D. in Information Studies.

¹ *Fearlessly Forward: The University of Maryland Strategic Plan*: <https://strategicplan.umd.edu/>

The new program will leverage existing courses and administrative operations to operate the program.

Institutional Commitment. UMD is fully committed to the long-term success of the doctoral program in Information Science in Leadership and Community Engagement. As stated in UMD’s *Mission Statement*, one of our primary objectives is to “Expand professional graduate programs that are nationally recognized for excellence in their curricula, their contributions to the practice of the professions, and for their innovation and creativity.”² The program addresses long-standing gaps in graduate education for information professionals. Traditional Ph.D. programs, such as UMD’s own Ph.D. in Information Science, are academically rigorous but focus primarily on research theory, methodology, and the preparation of future faculty, making them a poor fit for mid-career professionals seeking to apply scholarship to real-world challenges. The program’s hybrid delivery offers broad accessibility for working professionals while preserving the benefits of face-to-face academic mentorship, peer collaboration, and applied leadership practice.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. This degree program addresses several long-standing, yet increasingly urgent, gaps in the education of information professionals. First, it provides a much-needed advanced degree option for practitioners who seek further education beyond the master’s level but do not wish to pursue a traditional research doctorate. Second, it offers a structured pathway toward leadership roles in information organizations—filling a void where professionals have often relied on ad hoc continuing education or degrees outside the field. Third, it responds to the evolving needs of a broad array of information institutions, from libraries and archives to digital platforms and cultural heritage organizations. Fourth, it recognizes that community-engaged leadership not only strengthens internal operations, but also improves the services, technologies, and societal impact of these institutions. As the only professional doctorate in the information field focused on leadership and community engagement, this program is uniquely positioned to cultivate the next generation of transformational leaders.

State Plan. The proposed program aligns with the 2022 [Maryland State Plan for Postsecondary Education](#), specifically Priority 5, “Maintain the commitment to high-quality postsecondary education in Maryland,” and its Action Item to “Identify innovative fields of study.” The D.Inf.Sci in Information Science Leadership and Community Engagement is innovative both in structure and purpose, setting it apart from traditional doctoral education. Rather than centering on theoretical research, the program emphasizes applied, practice-based learning that prepares “researching professionals” to address real-world challenges in their organizations. Its design introduces several distinctive features: a two-semester capstone framed as a change management plan with direct organizational impact; dual mentorship from both UMD faculty and external professional leaders; and inquiry groups that function as cross-cohort

² University of Maryland Mission Statement: <https://umd.edu/about/mission>

communities of practice, fostering collaboration and professional networking through both online engagement and in-person conferences.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

The Doctor of Information Science in Information Science Leadership and Community Engagement is designed as a highly selective program with intentionally limited enrollment targets with 5-10 new students per year. Given this scale, even a limited segment of the existing workforce demand is sufficient to sustain the program.

A review of recent job postings across multiple platforms—including DiversityJobs, Indeed, and UMD's eTerp portal—identified at least 24 leadership positions across sectors that explicitly emphasized equity, diversity, inclusion, accessibility, and leadership as required competencies. These positions included nine in higher education and academic libraries, three in museums, two in public libraries, two in research institutes, two in commercial or industry organizations, one in a nonprofit, one in the federal government, and four within UMD or the University System of Maryland consortium. Even when these principles were not the central focus of a role, many postings incorporated them into leadership expectations, underscoring the breadth of demand across institutional types.

D. Reasonableness of Program Duplication

No other institution in Maryland offers a professional doctorate in the information field, and therefore the proposed doctoral program in Information Science in Leadership and Community Engagement does not duplicate existing programs. As the first of its kind in Maryland and one of very few worldwide, this program is uniquely positioned to fill a clear gap in graduate education for information professionals.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

The Information Science in Leadership and Community Engagement doctorate does not duplicate or compete with programs currently offered at Maryland's Historically Black Institutions. None of the state's HBIs offer doctoral-level programs in information science or related professional fields, and therefore this program will not diminish the uniqueness or viability of their offerings.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed program will not negatively impact the identity or distinct missions of Maryland's Historically Black Institutions. Because no HBI currently offers a doctoral program in information science or a professional doctorate focused on leadership in information organizations, there is no direct overlap or risk of duplication. Information studies programs have long been a defining part of UMD's institutional identity, with the College of Information—

originally founded in 1965 as the School of Library and Information Services—serving as one of the nation’s earliest leaders in this field. The Doctor of Information Science in Leadership and Community Engagement builds on this legacy while remaining unique within Maryland higher education, thereby complementing rather than competing with the distinct missions of the state’s HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The curriculum was deliberately designed to balance foundational literacies, applied leadership training, and opportunities for sustained professional practice. Foundational courses introduce the core literacies essential to leading information institutions and prepare students to design and conduct applied research. The core curriculum combines existing courses—such as information ethics, policy, human rights, and inclusion—with newly developed courses in program evaluation, participatory action research, inclusive leadership, and public communication, ensuring students gain both theoretical grounding and practical tools.

A summative course on access, accessibility, and equity, paired with a structured capstone preparation course, guides students in integrating knowledge across domains while developing a proposal for their culminating project. The capstone itself is a two-semester change management plan for a real-world organization, ensuring immediate professional impact. Finally, cross-cohort inquiry groups create communities of practice where students share problems of practice, receive mentorship, and engage annually in professional conferences. Together, these components provide a curriculum that is rigorous, equity-centered, and directly aligned with the program’s goal of preparing leaders who can drive transformational change in information organizations.

Faculty Oversight. The program will be managed by a Faculty Director, who will be appointed by the College of Information Dean (or their designee) for a three-year term and may be reappointed. The Faculty Director, in collaboration with college assistant and associate deans, academic administrators, and members of a faculty curricular committee, will provide intellectual leadership for the proposed program. The Faculty Director will chair a curricular committee to provide faculty oversight of academic and pedagogical strategies, policies for student recruitment, and curricular planning for the program. A governance committee will be established to allow for ongoing review and refinement of the program. Appendix A provides a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. This innovative program will connect the social justice legacy of the field of librarianship to contemporary urgencies stretching across information organizations. The program will produce graduates who are able to:

- Foster and sustain efficient and effective processes within organizations
- Apply evaluation and assessment for problem-solving
- Promote a welcoming and supportive climate

- Manage budgets, apply for grants, and other fundraising activities
- Collaborate with diverse communities
- Create universally usable outputs
- Engage with public policy
- Steer an organization to be an advocate for social good and positive change
- Build support for the application of leadership and community engagement concepts

Graduates of this program will be prepared to take on leadership roles in information organizations, and as part of that leadership, promote substantive engagement between the organizations, their activities, and the communities that they serve. The learning outcomes for the program are as follows:

- Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations;
- Articulate the values of community engagement real-world organizations;
- Produce organizational management deliverables that are universally usable;
- Conduct successful leadership and community engagement-focused financial and human resources management; and
- Apply advocacy skills to make positive change and build support for the application of leadership and community engagement concepts within real-world organizations and externally, with real-world stakeholders

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program's learning outcomes.

Course requirements. This is a 48-credit professional doctoral degree. Students complete 6 credits of foundational courses, 24 credits of core courses, a 3-credit summative course, a 3-credit Capstone Preparation course, and two semesters of a 6-credit Doctoral Capstone course.

Curriculum		
Course Number	Course Title	Credits
Foundational Courses		
INST820	Literacies for Leadership	3
INST821	The Researching Professional	3
Core Courses		
INST610/830	Information Ethics	3
INST612/831	Information Policy	3
INST613/832	Information and Human Rights	3
INST620/833	Diverse Populations, Inclusion, and Information	3
INST822	Program Assessment and Evaluation	3

INST823	Participatory Design and Participatory Action Research	3
INST824	Inclusive Leadership for Information Organizations	3
INST825	The Public Intellectual	3
Inquiry Group		
INST001	Inquiry Group	0
Summative Course and Capstone Preparation		
INST826	Access, Accessibility, and Equity	3
INST838	Doctoral Capstone Preparation	3
Capstone		
INST829	Doctoral Capstone	12
	Total Credits	48

A list of courses with course descriptions is included in Appendix C.

Inquiry Groups: A hallmark of this program will be the implementation of Inquiry Groups. These groups are cross-cohort communities of practice, designed to assemble students with shared institutional contexts and/or research areas. Each group will run a self-directed readings seminar where they will share problems of practice, research questions, and/or related literature. Each inquiry group will be led by one full-time faculty member from the Information College with contributions from the college's broad professional network. These groups will meet monthly in an online, synchronous format to discuss readings selected by the group and the faculty mentor. As a supplement to the program's online modality, inquiry groups also function in a unique way; groups will identify an annual conference that all members and faculty mentor will attend together (at least 3 during the course of the program). The faculty mentor will provide feedback on student success on a rolling basis. As its members reach the capstone stage, the inquiry group will also function as a source of writing and research support.

Capstone: Once a student completes the two Foundational and the eight Core Courses, they will enter a "post-coursework" state, starting with a 3-credit summative course (INST826 Access, Accessibility, and Equity) and 3-credit capstone preparation course (INST838). An in-person oral defense of program content knowledge, to be prepared in both INST826 and INST838 and administered before the end of INST838. An assessment of each individual student's success in Foundational and Core Courses and oral qualifying exams by the student's two advisors (academic and professional), which will determine the student's ability to enroll in the Capstone (INST829).

The Capstone consists of 2 semesters of INST829 Doctoral Capstone (6 credits). The capstone will require (1) an in-person oral defense of the capstone proposal (administered in first semester of capstone research); and (2) an in-person oral defense of the capstone project (administered at the close of the second semester of capstone research).

The capstone will ask students to identify a specific large-scale leadership and community engagement-focused issue in an organization with which they are employed or in an organization where the student has previously worked. The requirement will be that students have access to the personnel in the organization and their permission to engage members of the organization in their research. The project will be conceptualized as a “change management proposal”: a structured document outlining strategy and tactics for implementing a change within an organization. It will describe the scope, purpose, and potential impacts of the change, along with detailed steps to guide the organization through a smooth transition and plans for formative and summative evaluation. The goal of the proposal is to gain approval for the change from the organization’s leadership by highlighting the benefits of the change, addressing potential challenges, and providing a roadmap to mitigate risks.

General Education. Not applicable for our graduate programs.

Accreditation or Certification Requirements. No accreditation or licensure is required for this program.

Other Institutions or Organizations. The offering unit is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. The College of Information will provide administrative coordination for the program. Students will also have access to the Graduate School Counseling and the Counseling Center resources. As mentioned above, the College of Information offers multiple graduate programs, and therefore already has the advising and support infrastructure in place. The College will be able to guide students to resources for admission support, scheduling, registration, billing and payment, graduation, and appeals. Students will see admission criteria, financial aid resources, costs, and complaint procedures on the UMD website and academic catalog. Specific technological competence and equipment will be included in program materials. Learning management information will also be included in these materials.

Marketing and Admissions Information. Students will see admission criteria, financial aid resources, and costs on the university website.

H. Adequacy of Articulation

Not applicable for this graduate program.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. The program will be delivered by faculty from the College of Information, whose expertise spans information ethics, policy, accessibility, inclusive leadership, participatory design, and program evaluation. Courses will be taught primarily by full-time, tenured and tenure-track

faculty, supplemented by vetted part-time faculty as needed, ensuring academic rigor and continuity.

Faculty training. The College offers robust instructional support through its Faculty Lead for Instructional Technology and UMD's Teaching and Learning Transformation Center, ensuring faculty are well equipped to deliver high-quality, technology-enabled instruction. With more than 30 faculty engaged in related teaching and research, the College has the depth and breadth to sustain the program at its intended scale.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

No additional physical facilities, infrastructure and instructional equipment is required for this program. Existing facilities (e.g., general purpose classrooms) and resources (e.g., instructional equipment) will be used, and these are demonstrably adequate for the proposed program. For the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

Table 1 Resources:

The program will be self-supported through tuition revenue.

1. Line 1 shows reallocated funds for the first two years needed to launch the program. This funding will be derived from surplus tuition from existing College of Information graduate programs.
2. Enrollment assumes a combination of full-time and part-time students.
3. Graduate students pay tuition by the credit as opposed to annual tuition rate. The per credit rate is \$836.
4. The credit rate assumes an annual 3% increase.
5. Line 4 indicates a program fee of \$150 that is applied to 50% of courses taken each year.

Table 2 Expenditures:

1. Faculty salaries are based on cost per course. We assume an annual increase of 3% in salaries with a corresponding 33% benefits rate.

2. Administrative staff represents the salary and benefits for the program director (.2 FTE) and associate dean (.05 FTE).
3. Support staff represents salary and benefits a .2 FTE.
4. Line 7 indicates other expenditures, which includes course development, instructional materials, marketing and recruitment, events, travel, student sponsorships and other administrative costs.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online course feedback survey instrument for students that standardizes course feedback across campus. The course survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement Goals

This program will offer a unique leadership and community engagement focus, as it will be designed to meet the needs of working professionals. Given this, the hybrid modality of the program, and the lack of any professional doctoral degree programs in the information field, this proposed program will offer many features that double as recruitment paths. Given the large number of professions and organizations that are encompassed within the information field, recruiting efforts will have the additional advantage of being able to work with a wide range of professional organizations for information professionals. The program team will target human resources and talent development professionals in information organizations across the country to reach a wide audience.

We have identified one strategic focus to highlight in our recruitment messages: program flexibility and accessibility. This program is designed to meet working professionals "where they are." Courses will be offered on a regular schedule, with limited course dependency structures, to facilitate progress through the program for students working through the courses at different speeds. The Core Courses are designed so that they can be taken in any order, allowing maximum flexibility for the students to successfully navigate the program, both in terms of starting the program where they feel most comfortable and completing the program in the most efficient manner.

The College of Information will also build upon a strong history of engaging with leadership and community engagement issues since its founding in the 1960s, when the College founded and

staffed its own public library in an underserved, high poverty community, as well as providing information kiosks in other communities, and founding its own non-profit educational press. It continues to produce research, events, conferences, and journals that support leadership and community engagement in the field. The College offers a wide range of courses related to leadership and community engagement and has much relevant experience and expertise on its faculty. The College's long-term commitments to these principles will serve as another recruitment message.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

The program is designed as a primarily online program, with synchronous evening courses to maximize accessibility for working professionals. The College of Information has extensive experience delivering high-quality online graduate programs, including the Master of Library and Information Science and multiple Professional Studies programs, and will draw on established infrastructure in ELMS, instructional technology, and faculty training to ensure rigor and consistency. All students and faculty will have access to a secure institutional learning management system, online advising, and library resources, with student work authenticated through tools such as Turnitin. The program complies with C-RAC guidelines for online education and embeds in-person requirements, including annual professional conferences, qualifying exams, and capstone defenses, to ensure meaningful engagement and academic integrity.

Table 1: Resource Table

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$176,292	\$35,502	\$0	\$0	\$0
2. Tuition/Fee Revenue (c+g below)	\$188,100	\$335,821	\$412,414	\$520,706	\$564,555
a. #FT Students	5	7	8	10	10
b. Annual Tuition/Fee Rate (based on 30 credits)	\$25,080	\$25,832	\$26,607	\$27,406	\$28,228
c. Annual FT Revenue (a x b)	\$125,400	\$180,827	\$212,859	\$274,056	\$282,278
d. # PT Students	5	12	15	18	20
e. Credit Hour Rate	\$836	\$861	\$887	\$914	\$941
f. Annual Credit Hours	15	15	15	15	15
g. Total Part Time Revenue (d x e x f)	\$62,700	\$154,994	\$199,555	\$246,650	\$282,278
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources (Program Fee)	\$5,625	\$9,750	\$11,625	\$14,250	\$15,000
TOTAL (Add 1 - 4)	\$370,017	\$381,073	\$424,039	\$534,956	\$579,555

Table 2: Expenditure Table

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$159,600	\$164,388	\$169,320	\$174,399	\$179,631
a. #FTE	1.2	1.2	1.2	1.2	1.2
b. Total Salary	\$120,000	\$123,600	\$127,308	\$131,127	\$135,061
c. Total Benefits	\$39,600	\$40,788	\$42,012	\$43,272	\$44,570
2. Admin. Staff (b+c below)	\$70,791	\$72,914	\$75,102	\$77,355	\$79,675
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$53,226	\$54,823	\$56,467	\$58,161	\$59,906
c. Total Benefits	\$17,565	\$18,092	\$18,634	\$19,193	\$19,769
3. Total Support Staff (b+c below)	\$31,308	\$32,247	\$33,215	\$34,211	\$35,238
a. #FTE	0.20	0.20	0.20	0.20	0.20
b. Total Salary	\$23,540	\$24,246	\$24,974	\$25,723	\$26,494
c. Total Benefits	\$7,768	\$8,001	\$8,241	\$8,489	\$8,743
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	\$0	\$0	\$0	\$0	\$0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
d. Benefits	\$0	\$0	\$0	\$0	\$0
5. Equipment	\$0	\$0	\$0	\$0	\$0
6. Library	\$0	\$0	\$0	\$0	\$0
7. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
8. Other Expenses: Operational Expenses	\$108,020	\$111,261	\$114,598	\$118,036	\$121,577
TOTAL (Add 1 - 8)	\$369,719	\$380,811	\$392,234	\$404,001	\$416,121

Appendix A: Faculty Information

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Baron, Jason	JD, Boston University School of Law	Professor of the Practice	Center for Archival Futures; Search Mastery Interest Group	INST878V/821 The Researching Professional; INST612/831: Information Policy; INST878P/824: Leading an Inclusive Information Organization; INST825: The Public Intellectual
Bonsignore, Beth	PhD, Information Studies, University of Maryland	Associate Research Professor; Director, BA in Tech & Info Design; Director, KidsTeam	KidsTeam; Youth Experience Lab; Organizational Teams and Technology Research Society; Search Mastery Interest Group	INST878G/823: Participatory Design and Participatory Action Research; INST878V/821 The Researching Professional; INST613/832: Information and Human Rights
Campbell, Susan	PhD, Psychology, University of Maryland	Senior Lecturer	Applied Research Lab for Intelligence and Security	INST878U/822: Program Assessment and Evaluation

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Chan, Joel	PhD, Cognitive Psychology, University of Pittsburgh	Assistant Professor; Assistant Director, PhD Information Studies; Associate Director, HCIL	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM); Human-Computer Interaction Lab (HCIL); Organizational Teams & Technology Society (OTTRS) Interest Group	INST878U/822: Program Assessment and Evaluation
Choe, Eun Kyoung	PhD, Information Science, University of Washington	Associate Professor; Faculty Director, Undergraduate Research Program	Human-Computer Interaction Lab (HCIL); Maryland Initiative for Digital Accessibility (MIDA); Social Data Science Center (SoDa)	INST878V/821 The Researching Professional; INST878G/823: Participatory Design and Participatory Action Research
Clegg, Tammy	PhD, Computer Science, Georgia Tech	Associate Professor	Iribe Initiative for Inclusion and Diversity in Computing; Human-Computer Interaction Lab; Maryland Initiative for Digital Accessibility (MIDA); Youth Experience Lab	INST878G/823: Participatory Design and Participatory Action Research
Duffy, Pam	MS, Human-Computer Interaction, University of Maryland	Lecturer; Director, BS in Information Science at College Park	Social Data Science Center; Anti-Racist Teaching Symposium	INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Erete, Sheena	PhD, Technology & Social Behavior, Northwestern University	Associate Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM); Human-Computer Interaction Lab (HCIL); Values-Centered Artificial Intelligence (VCAI) Initiative	INST825: The Public Intellectual
Fellows, Andy	MA, American Studies, University of Maryland	Senior Faculty Specialist; Director, Data Justice Program in College Park Scholars	Information Justice, Human Rights, and Technology Ethics; Smart Cities and Connected Communities; Social Networks, Online Communities, and Social Media; Campus-Community Connections Program	INST612/831: Information Policy; INST829: Doctoral Capstone I and II
Fenlon, Katrina	PhD, Library and Information Science, University of Illinois	Assistant Professor	Maryland Institute for Technology in the Humanities; Center for Archival Futures;	INST878V/821 The Researching Professional
Francis, Mary Ann	MLIS, UMCP; Advanced Management Program, Wharton School, University of Pennsylvania	Adjunct Lecturer (Independent Information Technology Consultant)	Search Mastery Interest Group	INST610/830: Information Ethics
Golbeck, Jen	PhD, Computer Science, UMCP	Professor; Director, MPS Data Journalism	Human-Computer Interaction Lab	INST825: The Public Intellectual; INST878V/821 The Researching Professional

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Hill, Renee	PhD, Library and Information Science, Florida State University	Principal Lecturer; Associate Dean for OACES	Maryland Initiative for Digital Accessibility (MIDA)	INST001: Inquiry Group; INST620/833: Diverse Populations, Information, and Inclusion; INST610/830: Information Ethics; INST613/832: Information and Human Rights
Izsak, Kate	PhD, History, University of Michigan	Associate Dean for Strategic Initiatives	Department of Anthropology; National Consortium for the Study of Terrorism and Responses to Terrorism; Social Data Center; Anti-Racist Teaching Symposium; Center for Archival Futures; Artificial Intelligence Interdisciplinary Institute at Maryland; Campus Computing Community	INST001: Inquiry Group; INST878U/822: Program Assessment and Evaluation; INST825: The Public Intellectual; INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Jaeger, Paul	PhD, Information Studies, Florida State University; JD, Florida State University	Professor; Director, Museum Scholarship and Material Culture Certificate	Maryland Initiative for Digital Accessibility (MIDA)	INST001: Inquiry Group; INST878F/820: Literacies for Leadership; INST612/831: Information Policy; INST613/832: Information and Human Rights; INST878P/824: Leading an Inclusive Information Organization; INST878W/826: Access, Accessibility, and Equity; INST829: Doctoral Capstone I and II
Jordan, J. Bern	PhD, Biomedical Engineering, University of Wisconsin–Madison	Assistant Research Scientist	Maryland Initiative for Digital Accessibility (MIDA)	INST878W/826: Access, Accessibility, and Equity
Kacorri, Hernisa	PhD, Computer Science, City University of New York	Associate Professor	Human-Computer Interaction Lab (HCIL); Maryland Initiative for Digital Accessibility (MIDA); Values-Centered Artificial Intelligence (VCAI) Initiative	INST613/832: Information and Human Rights; INST878W/826: Access, Accessibility, and Equity
Klein, Jesse	PhD, Sociology, Florida State University	Lecturer; Faculty Director, MPS GEM; Faculty Director, Information Challenge Event	Social Data Science Center	INST878F/820: Literacies for Leadership; INST610/830: Information Ethics

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Lazar, Jonathan	Ph.D., Information Systems, University of Maryland Graduate School Baltimore (UMBC)	Professor	Maryland Initiative for Digital Accessibility (MIDA); Human-Computer Interaction Lab	INST612/831: Information Policy; INST620/833: Diverse Populations, Information, and Inclusion; INST825: The Public Intellectual; INST878W/826: Access, Accessibility, and Equity
Ndumu, Ana	PhD, Information, Florida State University School of Information	Assistant Professor		INST878U/822: Program Assessment and Evaluation
O'Grady, Ryan	MLIS, UMCP, MS Towson University	Lecturer; Co-Director, Master of Library and Information Science	Search Mastery Interest Group	INST612/831: Information Policy; INST613/832: Information and Human Rights; INST620/833: Diverse Populations, Information, and Inclusion
Paletz, Susannah	PhD, Social/Personality Psychology, UC Berkeley	Associate Professor	Social Data Science Center; Organizational Teams and Technology Research Society	INST878V/821 The Researching Professional
Rainsford, TJ	MA, History, Shippensburg University	Lecturer; Director, iConsultancy Experiential Learning Program		INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Reitz, Galina Madjaroff	PhD, Information Systems and Human-Centered Computing, UMBC	Principal Lecturer; Director, MS Human-Computer Interaction	Human-Computer Interaction Lab	INST610/830: Information Ethics; INST825: The Public Intellectual; INST878W/826: Access, Accessibility, and Equity; INST829: Doctoral Capstone I and II
Shilton, Katie	PhD, Information Studies, UCLA	Associate Professor	Social Data Science Center; Search Mastery Interest Group; Center for Advanced Study of Communities and Information	INST610/830: Information Ethics
Sivan-Sevilla, Ido	PhD, Public Policy & Governance, The Hebrew University of Jerusalem, Jerusalem, Israel	Assistant Professor	Social Data Science Center (SoDa); Tech Policy Research & Education Hub	INST612/831: Information Policy
St. Jean, Beth	PhD, Information, University of Michigan	Associate Professor	Search Mastery Interest Group	INST001: Inquiry Group; INST878V/821 The Researching Professional; INST613/832: Information and Human Rights; INST878U/822: Program Assessment and Evaluation; INST838 Capstone Preparation; INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Subramaniam, Mega	PhD, Information Studies, Florida State University	Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM)	INST878F/820: Literacies for Leadership
Valencia Valencia, Stephanie	PhD, Human-Computer Interaction, Carnegie Mellon University	Assistant Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM); Human-Computer Interaction Lab (HCIL); Maryland Initiative for Digital Accessibility (MIDA); Organizational Teams & Technology Society (OTTRS) Interest Group; Values-Centered Artificial Intelligence (VCAI) Initiative	INST620/833: Diverse Populations, Information, and Inclusion; INST878W/826: Access, Accessibility, and Equity
Weaver, Kathy	PhD, Human-Centered Computing, University of Maryland, Baltimore County	Senior Lecturer		INST829: Doctoral Capstone I and II
Williams-Pierce, Caro	PhD in Curriculum & Instruction (Mathematics Education), University of Wisconsin-Madison	Assistant Professor	Youth Experience Lab	INST878V/821 The Researching Professional
Winter, Susan	PhD, Information Systems, University of Arizona	Associate Dean for Research	Organizational Teams and Technology Research Society	INST829: Doctoral Capstone I and II

Name	Highest Degree Earned, Program, and Institution	UMD Title	Affiliation(s)	Courses
Xu, Yiwei	PhD, Communication, Cornell University	Assistant Professor	Artificial Intelligence Interdisciplinary Institute at Maryland (AIM)	INST878F/820: Literacies for Leadership

Appendix B: Plan for Assessing Learning Outcomes

Part I: Learning Outcomes Assessment

We will assess each learning outcome in a different course from the program's core. We have developed rubrics to assess one or more assignments in each assessed course, which will be selected when course curricula are finalized.

Rubric for DInfSci Outcome 1

Articulate important leadership and community engagement issues and apply relevant scholarship to real-world organizations

To be assessed using assignments from: *INST833 Diverse Populations, Information, and Inclusion*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Synthesize and assess majors laws and policies affecting information institutions and the role of politics in shaping the activities of information institutions.	Demonstrates a sophisticated and critical synthesis of major laws and policies; clearly articulates nuanced relationships between political forces and institutional activities. Connects theory and practice with insight, offering original or particularly well-supported interpretations.	Accurately summarizes and explains major laws and policies; appropriately identifies the influence of political contexts on institutional activities. Connections to practice are clear but may lack deeper critical insight.	Identifies some major laws and policies but shows limited synthesis or critical engagement. Political influences are mentioned but connections are surface-level or inconsistently applied to institutional activities.	Fails to identify key laws, policies, or political factors. Displays major inaccuracies or misunderstandings, and makes little or no connection to the activities of information institutions.
Analyze and craft institutional policies for information institutions.	Thoughtfully analyzes institutional needs and external constraints; crafts detailed, feasible, and contextually appropriate policies demonstrating both strategic insight and practical awareness.	Analyzes institutional needs and drafts coherent policies that are generally appropriate and workable, though they may be somewhat basic or lack strategic depth.	Attempts to analyze institutional needs but does so superficially; policy proposals are underdeveloped, impractical, or fail to account for important constraints or needs.	Shows little to no understanding of institutional needs. Policy proposals are missing, irrelevant, or fundamentally flawed in conception or execution.

Rubric for DInfSci Outcome 2

Articulate the values of community engagement in real-world organizations

To be assessed using assignments from: *INST823 Participatory Design and Participatory Action Research*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Identify and explain foundational values of community engagement	Clearly articulates foundational values of community engagement with insight into their ethical, historical, and social justice roots. Demonstrates strong theoretical grounding.	Accurately describes core values and explains their general importance in organizational settings.	Identifies some values but lacks depth, clarity, or consistency in explanation.	Fails to identify relevant values or misrepresents them.
Evaluate how organizational strategies and actions reflect or neglect those values	Thoughtfully analyzes institutional needs and external constraints; crafts detailed, feasible, and contextually appropriate policies demonstrating both strategic insight and practical awareness.	Analyzes institutional needs and drafts coherent policies that are generally appropriate and workable, though they may be somewhat basic or lack strategic depth.	Attempts to analyze institutional needs but does so superficially; policy proposals are underdeveloped, impractical, or fail to account for important constraints or needs.	Shows little to no understanding of institutional needs. Policy proposals are missing, irrelevant, or fundamentally flawed in conception or execution.

Rubric for DInfSci Outcome 3

Produce organizational management deliverables that are universally usable

To be assessed using assignments from: *INST831 Information Policy*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Design for accessibility and inclusivity across user groups	Designs outputs using universal design principles, ensuring usability across diverse linguistic, cognitive, physical, and cultural needs. Demonstrates inclusive thinking throughout.	Applies standard accessibility practices with some attention to user diversity. May overlook nuanced or intersectional needs.	Basic effort to make deliverables usable, but design is inconsistent or excludes important user groups.	Deliverables are inaccessible or poorly adapted to intended audiences.
Demonstrate clarity, structure, and utility of deliverables for professional use	Delivers polished, well-structured, and highly functional outputs aligned to real-world organizational standards and needs.	Produces functional and mostly clear deliverables suitable for professional contexts.	Deliverables are uneven in clarity, structure, or applicability.	Deliverables lack professional structure or utility.

Rubric for DInfSci Outcome 4

Conduct successful leadership and community engagement-focused financial and human resources management

To be assessed using assignments from: *INST 824 Inclusive Leadership for Information Organizations*.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Develop and manage budgets that reflect community engagement values and organizational priorities	Constructs detailed, transparent, and responsive budgets that align closely with organizational goals and community engagement principles. Demonstrates strategic allocation, accountability, and capacity-building focus.	Develops appropriate budgets that support organizational and engagement goals. Displays sound financial reasoning and general alignment with values.	Budgeting shows basic functionality but limited consideration of strategic goals or community values. Justification is partial or unclear.	Budgets are disorganized, unrealistic, or misaligned with institutional or engagement objectives. Lacks basic financial planning skills.
Implement equitable and strategic human resources practices that support leadership and inclusion	Applies inclusive HR strategies grounded in equity, transparency, and growth. Demonstrates leadership in recruitment, retention, and staff development aligned with engagement goals.	Uses established HR practices effectively, with some attention to equity and organizational fit. Supports staff development and team cohesion.	HR practices are present but lack depth, strategy, or consideration of diversity and inclusion. May be reactive rather than proactive..	Displays minimal understanding of HR management. Practices may be ineffective, inequitable, or absent.

Rubric for DInfSci Outcome 5

Apply advocacy skills to make positive change and build support for leadership and community engagement concepts

To be assessed using assignments from: INST825 The Public Intellectual.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Communicate effectively to advocate for change within an organization	Uses compelling, tailored messaging and media to advocate for change. Demonstrates mastery of persuasive communication and alignment with organizational context.	Advocates effectively with clear messaging and relevant rationale.	Attempts advocacy communication but lacks strategic focus or coherence.	Advocacy is absent, unclear, or misaligned with goals or context.
Build stakeholder coalitions and mobilize support for leadership and engagement goals	Strategically engages diverse stakeholders and demonstrates strong coalition-building skills. Leverages data and relationships to build momentum.	Engages relevant stakeholders and builds general support for change.	Stakeholder engagement is limited or poorly targeted.	No evidence of stakeholder engagement or coalition-building efforts.

Part II: Quality Assurance

In addition to learning outcomes assessment, we will also conduct periodic review of the program's online courses using benchmarks established by the Online Learning Consortium, whose assessment tool we append to this document.

Administration of Online Programs

OLC Quality Scorecard Suite

The Administration of Online Programs scorecard provides benchmarks and standards to help you evaluate your online learning programs in the areas of: Institutional Support, Technology Support, Course Development and Instructional Design, Course Structure, Teaching and Learning, Faculty Support, Learner Support and Evaluations and Assessment.

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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Institutional Support

Score

1	The institution's mission, value and strategic plan are inclusive of online learning and the structure for delivering online education supports the institution's mission, values and strategic plan.	
2	The institution has clearly defined and communicated the strategic value of online learning to all stakeholders (students, faculty, staff, community, etc.).	
3	The institution has a governance structure to enable clear, effective and comprehensive decision making related to online education.	
4	The institution has a process to enable systematic and continuous improvement related to the administration of online education.	
5	The institution has a process for strategic planning and resource allocation for the online program, including human and financial resources.	
6	The institution demonstrates sufficient resource allocation, including human and financial resources, in order to effectively support the mission of online education.	
7	The institution has policy and guidelines (including regional accrediting requirements) that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices effective in verifying student identification.	
8	The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated.	
SUBTOTAL (out of 24)		
NOTES		

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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Technology Support

Score

1	The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking.*	
2	A centralized technology system provides support for building and maintaining the online education infrastructure. *	
3	A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established accreditation standards and regulatory requirements. *	
4	Institutional technology systems [related to online programs] are administered in compliance with established data management practices such as the Information Technology Service Management (ITSM) standards, which include appropriate power protection, backup solutions, disaster recovery plans, etc.	
5	The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption.	
6	The course delivery technology is considered a mission-critical enterprise system and supported as such.	
7	Faculty, staff, and students are supported in the development and use of new technologies and skills.	
SUBTOTAL (out of 21)		
NOTES		

Course Development and Instructional Design

Score

1	Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are in place, periodically reviewed and followed. *	
2	Course development guidelines are in place and followed to ensure courses are designed so that students develop necessary knowledge and skills to meet measurable course and program learning outcomes. *	
3	Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. *	

	0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
4	Student-centered instruction is considered during the course development process.			
5	There is consistency in the design of course navigation and utilization of course components to support student retention and quality.			
6	Course design promotes both faculty and student engagement.			
7	A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials.			
8	Policies are in place to ensure instructional materials are easily accessible to the student and easy to use, with an ability to be accessed by multiple operating systems and applications.			
9	Usability tests are conducted and applied, and recommendations based upon Web Content Accessibility Guidelines (WCAGs) are incorporated.			
10	Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources.			
11	Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices). *			
12	The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. *			
13	The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses. *			
14	Links or explanations of technical support are available in the course (i.e., each course provides suggested solutions to potential technical issues and/or links for technical assistance).			
15	Course embedded technology is actively used to support the achievement of learning outcomes. *			
16	Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate.			
17	Expectations for assignment completion, grade policy and faculty response are clearly provided in the course syllabus. *			
18	Rules or standards for appropriate online student behavior are provided within the course.			
SUBTOTAL (out of 33)				

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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NOTES

Teaching and Learning

Score

1	Student-to-Student and Faculty-to-Student interaction are essential characteristics and are encouraged and facilitated. *	
2	Instructors use effective strategies to create a presence in the course.	
3	Feedback on student assignments and questions is constructive and provided in a timely manner. *	
4	Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources.	
SUBTOTAL (out of 12)		
NOTES		

Faculty Support

Score

1	Faculty have access to university policy about intellectual property and it addresses online learning.	
2	The institution ensures faculty receive training, assistance, and support to prepare faculty for course development. *	
3	Technical assistance is provided for faculty during online course development. *	
4	Faculty have access to training, online resources and support related to Fair Use, plagiarism, and other relevant legal and ethical concepts. *	
5	The institution ensures faculty receive training, assistance, and support to prepare faculty for teaching online. *	
6	Faculty are provided on-going professional development related to online teaching and learning.	
7	Technical assistance is provided for faculty during online teaching. *	
8	Clear standards are established for faculty engagement and expectations around online teaching (e.g. response time, contact information, etc.) and periodically reviewed.	
9	Faculty are informed about institutionally supported education technologies and the	

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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	selection and use of new tools.	
SUBTOTAL (out of 27)		
NOTES		

Learner Support

Score

1	Before starting an online program, students are advised about the program to determine if they have access to the minimum technology skills and equipment required. *	
2	Before starting an online program, students have access to information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. *	
3	Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment.	
4	Opportunities are provided to engage students with the program and institution in order to minimize feelings of isolation.	
5	Program demonstrates a student-centered focus that also addresses online student needs rather than trying to fit existing on-campus services to the online student.	
6	Institutional communications (website, email, letters, etc.) provide clear and timely information to students on where to enlist assistance (advising, billing, library, etc.).	
7	Students are provided noninstructional support services such as admission, financial assistance, registration/enrollment, etc.	
8	Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff. *	
9	Students have access to effective academic and career counseling.	
10	Students have access to personal counseling.	
11	Policy, processes and resources are in place to support students with disabilities.	
12	Support personnel are available to address student questions, problems, bug reporting and complaints. *	
13	Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic	

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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	databases, interlibrary loans, government archives and any new services offered. *	
14	Online tutoring is available as a learning resource.	
15	The institution and/or the instructor provides guidance/tutorials for students in the use of all forms of technologies used for course delivery.	
SUBTOTAL (out of 45)		
NOTES		

Evaluation and Assessment

Score

1	The program is assessed through an evaluation process that applies specific established standards. *	
2	A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. *	
3	Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness and effectiveness. *	
4	Course evaluations collect feedback on the effectiveness of instruction and the quality of online course materials in relation to faculty performance evaluations.	
5	A process is in place and followed for the institutional assessment of faculty online teaching performance.	
6	A process is in place and followed for the assessment of support services for faculty and students.	
7	A process is in place and followed for the assessment of student retention in online courses and programs.	
8	Program demonstrates compliance and review of accessibility standards (Section 508, etc.).	
9	A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program.	
SUBTOTAL (out of 27)		
NOTES		

Scorecard Summary

Score

Institutional Support (24 points)	
Technology Support (21 points)	
Course Development and Instructional Design (33 points)	
Course Structure (21 points)	
Teaching and Learning (12 points)	
Faculty Support (27 points)	
Learner Support (45 points)	
Evaluation and Assessment (27 points)	
TOTAL	
POINTS POSSIBLE	210

* Adapted from Institute for Higher Education Policy's Quality on the Line: Benchmarks for Success in Internet-based Distance Education (2000).

Appendix C: Course Descriptions

Foundational Courses

INST820 Literacies for Leadership (3 Credits)

Effective leadership requires understanding many specialized literacies. This course focuses on core literacies for leadership in the field of information: political literacy, legal literacy, facilities literacy, policy literacy, institutional policy literacy, and financial literacy. Each of these literacies is individually important to leadership, and together these literacies form the basis of understanding and navigating many of the contexts in which information institutions exist.

INST821 The Researching Professional (3 Credits)

Research design and methodologies for information professionals who conduct research to identify and address real-world problems relating to information equity and inclusion within their organizations and beyond. The goal of this course is to prepare students to design and carry out research investigations that can help inform their approach to identifying and addressing specific problems or challenges relating to information equity and inclusion at their workplace & beyond.

Core Courses

INST610/830 Information Ethics (3 Credits)

Investigation of the diverse range of ethical challenges facing society in the information age. Ethical theories, including non-Western and feminist theories. Application of theories to information ethics issues.

INST612/831 Information Policy (3 Credits)

Nature, structure, development and application of information policy. Interactions of social objectives, stakeholders, technology and other forces that shape policy decisions.

INST613/832 Information and Human Rights (3 Credits)

An examination of information as a human right, including topics: social, cultural, economic, legal, and political forces shaping information rights; the impact of information rights on information professions, standards, and cultural institutions; and information rights and disadvantaged populations.

INST620/833 Diverse Populations, Inclusion, and Information (3 Credits)

Importance of equality of information access. Social, political, and technological barriers to information. Information needs of diverse and underrepresented populations. Principles of inclusive information services.

INST822 Program Assessment and Evaluation (3 Credits)

This course provides an introduction to program assessment and evaluation for public, non-profit, and private-sector information organizations. It emphasizes the direct application of analytical skills and tools specifically appropriate to information organizations and includes focused practice in applying process evaluation and quasi-experimental methodologies. Attention is given to critical theories of evaluation and to cultural competence skills required to conduct assessment and evaluation activities while attending to various dimensions of diversity.

INST823 Participatory Design and Participatory Action Research (3 Credits)

Participatory Design (PD) is an array of Human-Computer Interaction (HCI) theories, practices, and research methods whose core philosophy is to include end-users as active participants in the design process. Similarly, Participatory Action Research (PAR) approaches and methods aim to equalize power relations between researchers and “the researched,” emphasizing the importance of honoring, learning from, and designing in partnership with the lived experiences and situated knowledge of local community members. This course provides an introduction to the design and implementation of participatory design approaches and participatory action research (PAR) as methods to inform adaptive leadership and create organizational change.

INST824 Inclusive Leadership for Information Organizations (3 Credits)

This course aims to explore the range of human diversity and understanding how this plays into creating an inclusive information organization. To support the leadership development of each student, this course focuses on the complex dynamics of varying forms of diversity in organizations, as seen from the vantage points of social science, industrial/organizational psychology, and organizational studies. The course will adopt multiple levels of analysis to critically explore the current state of theory, research, and application regarding the role and treatment of differences and the creation of equity and inclusion in the workplace.

INST825 The Public Intellectual (3 Credits)

This course prepares students to make research results accessible to public audiences, through content creation, public speaking, and media interviews. Students will study existing public intellectuals, communications strategies, and get hands-on practice communicating their own research interests across media.

Inquiry Group

INST001 Inquiry Group (0 Credits)

This is a non-credit bearing course that students take each semester. Inquiry groups are cross-cohort communities of practice, designed to assemble students with shared institutional contexts and/or research areas. Each group will run a self-directed readings seminar where they will share problems of practice, research questions, and/or related literature.

Summative Course

INST826 Access, Accessibility, and Equity (3 Credits)

This course examines the central roles of equitable access and accessibility of information and technology in society. Exploring these issues in contexts of government, commerce, social services, and other spaces, this course introduces the social, cultural, financial, and educational impacts of equitable and inequitable access and accessibility of information and technology. This course will introduce numerous ways to promote equitable access and accessibility of information and technology through institutional leadership and the accompanying positive benefits to the institution.

Capstone Preparation

INST838 Capstone Preparation Course (3 Credits)

Students prepare for oral qualifying exams to show program mastery and shape their capstone focus.

Capstone (Students take over two terms for a total of 12 credits)

INST829 Doctoral Capstone (6 Credits)

The culminating experience of the Doctor of Information Science program, in which students design, implement, and defend a leadership and community engagement project in partnership with an organization.