

**YALSA Board of Directors Meeting  
ALA Annual Conference, Anaheim  
June 26 – July 2, 2008**

**Topic:** Post MLS Certification Taskforce Recommendations

**Background:** In 2007 YALSA's Board established a taskforce to look into the feasibility of creating a post MLS certification program. Their final report is provided below.

**Action Required:** Discussion

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**Certification Task Force:** will pursue the idea of creating a post MLS certification program to be implemented by YALSA in cooperation with ALA-APA. Task force responsibilities include:

- Familiarize itself with the process of developing an ALA certification program by reading the manual on ALA-APA web site.
- Evaluate YALSA's Competencies for Librarians Serving Youth to determine currency and relevancy to a certification program and whether or not they could be implemented as curriculum.
- If the competencies were deemed appropriate, the taskforce would also determine what outcome is desired for each competency. If the competencies were not appropriate for this effort, then the taskforce would need to suggest another appropriate curriculum.
- Providing a progress report for the '07 Executive Committee and '08 Midwinter Board meeting.
- Providing final recommendations to the Board in May 2008 for deliberation at Annual 2008.

**CERTIFIED PROGRAM F**

LSYA certification is sponsored by the Young Adult Library Services Association (YALSA) and approved by the ALA Council. The Certification Review Committee reviews and approves the requirements for certification and re-certification, and administers the LSYA program.

*The core competencies are:*

- Knowledge of young adults (Area II of YALSA’s Competencies for Librarians Serving Youth)
- Knowledge of materials for young adults (Area V)
- Knowledge of services for young adults (Area VII)

*Each participant in the program will also choose three electives from the following:*

- Knowledge of current issues in serving young adults
- Knowledge of technology and young adults
- Knowledge of marketing library services to young adults
- Knowledge of information literacy

LSYA candidates will have the following prerequisites before entering the certification process:

- A graduate degree from a program accredited by the American Library Association;
- OR a degree from a master’s level program in library and information studies accredited or recognized by the appropriate national body of another country;
- OR a master’s degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education (NCATE);
- AND a minimum of three (?) years of experience in a library position that includes providing young adult services.

## **Competencies for Librarians Serving Young Adults Learning Outcomes**

### **CORE COMPETENCIES**

#### **Knowledge of Young Adults**

1. Candidates will understand the history of young adult library services. [May be more appropriate for “Services” area?]
2. Candidates will be able to identify key attributes of young adult behaviors that impact information services to them.
3. Candidates will be able to analyze various components of young adult behaviors as they relate to information services.
4. Candidates will be able to show connections between young adult information behaviors and their impact on young library behaviors.
5. Candidates will be able to identify best strategies for creating library environments/collections conducive to issues of young adult developmentally appropriate concerns.
6. Candidates will be able to describe/analyze various components of successful young adult library programs.



6. Candidates will be able to analyze the connection between young adult involvement in library programming and programming success.

### **Knowledge of Technology and Young Adults**

1. Candidates will demonstrate knowledge of how to use online social networking to promote literacy.
2. Candidates will be able to describe the importance of computer gaming from an entertainment perspective as well as its potential for education.
3. Candidates will be able to describe and convey an understanding of chat rooms and chat room etiquette.
4. Candidates will be able to develop a comprehensive online safety policy for young adults.
5. Candidates will be able to help young adults search the Internet successfully using search engines such as Google.
6. Candidates will understand how to search online subscription databases and be able to identify key skills young adults need to search successfully.
7. Candidates will demonstrate the ability to teach young adults various online search tools and when to use them. [Overlaps with information literacy, but that may be okay.]

### **Knowledge of Marketing Library Services to Young Adults**

1. Candidates will be able to identify key tools for collecting demographic data.
2. Candidates will be able to describe research methods for collecting demographic data.
3. Candidates will be able to describe the various parts of a marketing plan.
4. Candidates will be able to analyze and use demographic data to develop a marketing plan for young adult services.
5. Candidates will be able to identify key communication tools that can be used in marketing library services to young adults.
6. Candidates will be able to describe various motivational strategies that can be used in developing effective marketing plans for young adult services.

### **Knowledge of Information Literacy**

1. Candidates will be able to define the term “information literacy.”
2. Candidates will be able to describe the information literacy standards set forth in AASL’s *Information Power* and in ACRL’s *Information Literacy Competency Standards*.
3. Candidates will be able to develop an instructional module to teach young adults to locate electronic and print resources.
4. Candidates will be able to develop an instructional module to teach young adults to evaluate electronic and print resources.
5. Candidates will be able to develop an instructional module to teach young adults to use electronic and print information.
6. Candidates will be able to develop an instructional module to teach young adults to document electronic and print information.
7. Candidates will be able to describe various motivational strategies that can be used in designing effective instruction.