

ELPA 9442: Curriculum Philosophy and Development in Higher Education

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Program: Graduate Certificate: **Diversity in LIS (Library & Information Services)**

Legend: I (Introduced) – R (Reinforced) – M (Mastered) – A (Assessed)

Course Learning Outcomes	<p>PLO1. When completing the courses in the “Diversity in LIS” Certificate, graduates will apply librarianship core principles and values to questions of diversity and social justice in library and information science, demonstrated by producing reflective pieces and actively engaging in discussions.</p>	<p>PLO2. When completing the courses in the “Diversity in LIS” Certificate, graduates will be able to assess community needs and formulate plans to respond to users of information agencies in the context of libraries’ diverse communities, demonstrated by creating needs assessments and formulating program and service plans</p>	<p>PLO3. When completing the courses in the “Diversity in LIS” Certificate, graduates will be able to evaluate collections, sub-collections, library services, programs, and staffing models with a critical perspective of diversity, equity, and inclusion, demonstrated by preparing documentation and recommendations in formats based on standard guidelines.</p>
<p>Master Course: LIS 7000 Issues of Diversity and Social Justice in Information Services</p> <p>SLO #1: Analyze issues related to diversity as part of social justice in the information science field, as well as social justice theories, and synthesize them to create their own professional diversity statement following a template and obtaining a minimum of 80% in a rubric provided for assessment.</p>	I, A		
<p>SLO #2: Assess a specific library's diversity practices and cultural competence based on a rubric and make recommendations for improvement and progress.</p>		I	I, A
<p>SLO #3: Create an example of program and/or service to serve the needs of a specific group from a library’s diverse community obtaining a minimum of 80% in a rubric provided.</p>		R, A	R
<p>SLO #4: Implement diversity principles in collection development and management to prepare a toolkit that assists professionals in developing diverse collections, making sure that it includes resources for all the sections stipulated in a rubric</p>			R, A

<p>LIS 7001: Diversity & Leadership in Libraries</p> <p>SLO #1: Apply core principles to the writing of an analysis of library units based on checklists or other professional standards, with a minimum score of 80% in a rubric provided by the instructor.</p>	R, A		I
<p>SLO #2: Evaluate specific library services or programs by using checklists and standards from the American Library Association to determine achievements, gaps, and recommendations, as stipulated in rubrics, with a minimum score of 80%.</p>		R	R, A
<p>SLO #3: Write reflective commentary in a class forum synthesizing information from readings and interacting actively as demonstrated by compliance with a rubric of quality and quantity of interactions, provided by the instructor.</p>	R, A		
<p>SLO #4: Assess the services of a library unit with regards to their diversity practices by interviewing a library leader and presenting the findings in a SWOT Analysis format.</p>			M, A
<p>LIS 7002 Diversity in Youth Services & Collections or LIS 7003 Diversity in Adult Services and Collections</p> <p>SLO #1: Select, evaluate, and share books and other materials for children and young adults that accurately represent different ethnic/cultural groups that are part of our diverse societies, by completing a book evaluation, a book list, and a program for each cultural group selected, following guidelines, and receiving a minimum score of 80% in rubric provided for each</p>		I	M, A
<p>SLO #2: Select, evaluate, and share books and other materials for children and young adults that accurately portrait groups of people who have traditionally been under-represented or marginalized in mainstream literature, such as people with visual, auditory, motor and other impairments, those belonging to LGBT+ groups, those belonging to different religious or spiritual groups, etc. by completing a book evaluation, a book list, and a program for each group selected, following guidelines and receiving a minimum score of 80% in rubric provided for each.</p>		R, A	R

<p>SLO #3: Analyze and critically evaluate their own role as librarian or information professionals in establishing youth library collections that accurately portray, celebrate, and embrace all kinds of cultural and marginalized groups, by creating a Collection Development Diversity Statement that satisfies a rubric with a minimum score of 80%.</p>	M, A		
<p>SLO #4: Prepare a toolkit that contains resources to be used in professional practice, by listing selection aids, organizations, awards, core works, authors/illustrators, and other sources of diverse titles for collection development, complying with a checklist that demonstrates that all the categories are represented</p>		R, A	R
<p>LIS 7004 Cultural Competence & Services to Diverse Communities</p> <p>SLO #1: Assess a library's cultural competence ranking based on a rubric and provided readings and make recommendations for improvement and progress in a Consultant Report format, obtaining a minimum of 80% in a rubric provided by the instructor</p>		M, A	
<p>SLO #2: Prepare a self-assessment report of cultural competence and cultural humility and a plan for further education, based on readings and obtaining a minimum of 80% in a rubric provided by the instructor</p>	R, A		
<p>SLO #3: Solve problems and make decisions related to specific case studies of workplace discrimination, hostility, and discomfort, completing an Improvement Plan based on guidelines and a rubric provided (80% or higher score.)</p>		R	M, A
<p>SLO #4: Engage in active discussions with peers on specific topics of social justice, satisfying a rubric with minimum requirements for quality and quantity of interactions.</p>	R, A		