

ELPA 9442 Curriculum Philosophy and Development in Higher Education

University of Missouri

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Curriculum Plan & Map

12-hour Graduate Certificate:

“Diversity in Library and Information Science (LIS)”

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I. Program Description

Program: Graduate Certificate

Title: Diversity in LIS (Library & Information Sciences)

Courses Required: 4 courses of 3 credits each (12 credits)

Rationale:

This certificate can be obtained while a student is enrolled in the Master of Library and Information Science (MLIS) program or as a stand-alone certificate for librarians and information professionals who have graduated.

The LIS field is experiencing a period of rapid change with regards to curriculum development (Wallace, 2002; Lieutenant, 2018). Advances in technology and information seeking, as well as society issues and trends influence the field and require that LIS programs prepare graduates for the current world. Part of that rapid change is a result of societal issues like race relations and other social justice topics. There is an increasingly urgent need to embrace issues of DEI (diversity, equity, and inclusion) in higher education, and library professionals need to be equipped to respond to the communities where they will serve in all their diversity, by providing services, resources, staffing, and programming that satisfies their specific needs. For librarians who received their MLIS in the past, these recent topics might not have been covered during their graduate program, or will possibly be outdated, therefore professionals working in libraries might benefit from this Certificate. Additionally, current MLIS students might benefit from having a specific certification or “badge” that they completed a number of credits in the area, which will demonstrate the special education received in this area.

II. Curriculum Theories Used in Development

The design of this curricular program is grounded on a teaching philosophy based on the premise that learning is a social, interactive, contextual, active, and cyclical process. Supported by Constructivist theories of learning, the instructor is considered as a facilitator of learning experiences instead of an expert who imparts their knowledge onto students.

When applying this theoretical background to curriculum development, this program's design is supported by a philosophy that considers that curricula need to be aligned with epistemological principles that are centered on individuals and the learning process as an interaction between learners and content, learners and instructor, and among learners. In a "learner-centered curriculum design" the program of studies can be used as a rich experience with many layers and opportunities to reflect and re-design (Cullen et al., 2012, p. 47).

As stated by Doll's theory of curriculum, when the learner is at the center of their own learning process, a process that is rich, recursive, relational, and rigorous, they graduate with a creative, innovative, and adaptable skillset (Cullen et al., 2012, pp. 47-58). The student, therefore, needs to be given an active role in their choices of courses and approaches, and their voice needs to be included in assessment practices and experiences.

These concepts of learning as a social experience and the learner as an autonomous decision-maker in their own learning experience are applied to the choices of assignments and the application of knowledge to real workplace contexts. For example, assignments include writing reports on real libraries and their communities, creating services for a specific diverse group in a library or information center, or creating a toolkit of resources for collection

development for a specific cultural, ethnic, or special group. Assessing and redesigning assignments or the whole syllabus, if needed, based on students' feedback and other parameters evaluated in collaboration with faculty colleagues and the department should be in response to an education that is centered on the student-learner. This curriculum philosophy aligns with a critical pedagogy, in which:

The education our situation demanded would enable men to discuss courageously the problems of their context -and to intervene in that context; (...) By predisposing men to reevaluate constantly, to analyze "findings", to adopt scientific methods and processes, and to perceive themselves in dialectical relationship with their social reality, that education could help men to assume an increasingly critical attitude toward the world and so to transform it. (Freire, 1973, pp. 33-34)

III. Design Elements Rating

Rubric for Evaluating Curricular Design (Cullen et al., 2012)

Design Element	Low	Medium	High
Recursion		X (One course is taken first, the rest are non-linear)	
Rigor			X (Includes problem solving, critical thinking, inquiry)
Richness			X (Includes synthesis, toolkit, reflection & self-assessment)
Relations		X (Includes one toolkit as culminating experience)	
Community building	X (Some opportunities for collaboration and group discussion)		
Power sharing		X (Provides some choices for students' selection of audience)	
Assessment			X (It is highly based on learning outcomes and assessment is a major component)

IV. Accreditation Standards

The Master's in Library & Information Science (MLIS) degrees in LIS schools are accredited by the American Library Association. Although as a stand-alone certificate the program would not require to be accredited, the same courses can be taken as part of the accredited MLIS. For that reason, the courses in this Certificate follow the parameters of the ALA COA (American Library Association-Committee on Accreditation) Standards.

In the newly revised Standards, a section about the nature of the Standards specifies the following: "The values of equity, diversity, and inclusion are referenced throughout the Standards because of their importance when framing goals and objectives, designing curricula, selecting and retaining faculty and students, and allocating resources" (ALA COA, 2002).

Moreover, Standard II, Section II.1 states:

II.1. "Ethics and values. Student learning outcomes and curriculum are designed to incorporate the philosophy, principles, and ethics of the field, including the values of equity, diversity, and inclusion, and relevant professional codes of ethics" (ALA COA, 2022).

Considering those principles and the nature of this Certificate, the Diversity in LIS program aligns with accreditation requirements.

V. Course List & Outcomes

A. List of Courses

Master Course:

- LIS 7000 Issues of Diversity and Social Justice in Information Services (3 credits)

Other courses:

- LIS 7001 Diversity & Leadership in Libraries (3 credit)
- LIS 7002 Diversity in Youth Services & Collections (3 credits)
or LIS 7003 Diversity in Adult Services & Collections (3 credits)
- LIS 7004 Cultural Competence & Services to Diverse Communities (3 credits)

B. Learning Outcomes

Program Objectives:

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.

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 service plans.

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.

Course Objectives:**LIS7000*: Issues of Diversity and Social Justice in Information Services**

After completing the readings, discussions, assignments, and participation in the LIS 7000 course, the student will:

- 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.
 - Aligns with PLO1
- Assess a specific library's diversity practices and cultural competence based on a rubric and make recommendations for improvement and progress.
 - Aligns with PLO2 & PLO3
- 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.
 - Aligns with PLO3
- 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.
 - Aligns with PLO3

LIS7001: Diversity & Leadership in Libraries

After completing the readings, discussions, assignments, and participation in the LIS 7001 course, the student will:

- 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.
 - Aligns with PLO1 & PLO2
- 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%.
 - Aligns with PLO2
- 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.
 - Aligns with PLO1
- 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.
 - Aligns with PLO3

LIS 7002 Diversity in Youth Services & Collections

After completing the readings, discussions, assignments, and participation in the LIS 7001 course, the student will:

- 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.
 - Aligns with PLO3
- 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.
 - Aligns with PLO3
- 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%.
 - Aligns with PLO1
- 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.
 - Aligns with PLO3

LIS 7002 Diversity in Adult Services and Collections

After completing the readings, discussions, assignments, and participation in the LIS 7002 course, the student will:

- Select, evaluate, and share books and other materials 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.
 - Aligns with PLO3
- Select, evaluate, and share books and other materials 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.
 - Aligns with PLO3

- Analyze and critically evaluate their own role as librarian or information professionals in establishing 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%.
 - Aligns with PLO1
- Prepare a toolkit that contains resources to be used in professional practice, by listing selection aids, organizations, awards, core works, authors, and other sources of diverse titles for collection development, complying with a checklist that demonstrates that all the categories are represented.
 - Aligns with PLO3

LIS 7004 Cultural Competence & Services to Diverse Communities

After completing the readings, discussions, assignments, and participation in the LIS 7002 course, the student will:

- 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.
 - Aligns with PLO2
- 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.
 - Aligns with PLO1
- 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.)
 - Aligns with PLO2
- Engage in active discussions with peers on specific topics of social justice, satisfying a rubric with minimum requirements for quality and quantity of interactions.
 - Aligns with PLO1

VI. Assessment Description & Examples

The program includes a variety of assessment opportunities, including discussions, essays, reports, evaluation of services, and more. Mastery level of assessment is included in the Curricular Map, where the different Student Learning Outcomes for each course in the program are mapped to program's objectives.

Following is a list of assessment opportunities on each course:

Course	Assessment	SLO	PLO
LIS 7000	Discussion Forums	SLO 1	1
	Library Consultant Assessment	SLO 2	2-3
	Community Analysis	SLO 2	3
	Program or Service Grant Proposal	SLO 3	3
	Collection Development Toolkit	SLO 4	3
	Diversity Professional Statement	SLO 1	1-2
LIS 7001	Library Diversity Analysis	SLO 1	2
	Library Services Checklist	SLO 1 & 2	1
	SWOT Analysis of a Library System	SLO 3	3
	Interview with Library Manager	SLO4	3
LIS 7002 or 7003	Book Evaluations	SLO 1 & 2	3
	Book Lists by Group	SLO 1 & 2	3
	Program with Diverse Literature	SLO 1 & 2	3
	Collection Development Statement of Diversity	SLO 3	1
	Collection Development Toolkit	SLO 4	3
LIS 7004	Cultural Competence Assessment	SLO 1	2
	Self-Assessment of Cultural Competence	SLO 2	1
	Improvement Plan	SLO 3	2
	Case studies solutions	SLO 3	1-3
	Discussion Forums	SLO 4	1

Example of Assignment:**Course:** ISLT 7000 - Issues of Diversity and Social Justice in Information Services**Module/Week:** Module 5**Assignment Title:** Library Consultant Assessment Report**Mapping to SLO:** PROGRAM SLO #1 - COURSE SLO #2**Description:**

This project asks you to identify and summarize legislation, informational readings, and standard guidelines that pertain to hiring and personnel management in Missouri (or your state) and the United States. Using that legislation, you will evaluate a public library diversity policy for its inclusiveness within the law and within the spirit of diversity.

Instructions:

Preparation:

- During Week 1, the instructor asked you to select a library or information center to use as a Case Study. Make sure that you have access to the library's information, website, etc. If possible, establish a relationship with the manager and/or plan a visit.
- Read/watch the instructional materials for this module, and access the legislation and documents mentioned for the appropriate state (in this case I provide sources for Missouri.)

Assignment:

- You are a diversity consultant trying to emphasize the importance of a diverse and supportive workplace. The library has hired you to critique their Diversity Policy and make suggestions for ways to emphasize their commitment to diversity. You will review their policy and some other critical elements and will make recommendations to the library about these changes.
- Your final report should be between 1250 and 2000 words. You may format it as a Consulting Report or as a professional document (some instructions here: http://www.ehow.com/how_5882896_write-consulting-report.html)

In this report, you should:

- 1) Identify the library and the policy you're reviewing.
- 2) Briefly review the service population of that library. (Census Bureau Quick Facts is a good way to do this.)
- 3) Identify which Missouri (or your state) and federal laws this policy addresses, and your interpretation of what those laws demand.
- 4) Identify ALA and MLA policies about diversity, and your interpretation of what those policies demand.
- 5) Having developed the context for this particular diversity policy (in steps 2-4), spend 300-500 words analyzing whether this particular diversity policy serves the needs of its community, the profession, and the law. If there are places where this policy could be

more explicit, identify those. If there are places where the policy seems to create an impression of non-inclusivity, identify those places too.

6) In the final part of your paper, discuss potential changes that might help the library present a more inclusive or welcoming face to diverse employees.

7) If you refer to any sources other than laws or policies, please cite them. You may use APA, MLA, or Chicago formats, as long as you pick one and use it consistently.

Assessment Criteria:

In this assignment you can get up to 20 points, based on the following criteria:

Criterion	Excellent	Good	Needs work	Unacceptable	
A) Assessment makes use of multiple methods of analysis to come to a conclusion.	4	3	1.5	0	4 pts
B) Assessment is informed by cultural competence standards and theories, as evidenced in citations.	4	3	1.5	0	4 pts
C) Recommendation provides a clear path for management to change or adapt policy to enhance cultural competence.	5	4	2	0	5 pts
D) Assessment provides honest feedback on cultural competency strengths and weaknesses.	5	4	2	0	5 pts
E) Recommendation is professionally formatted, free of grammar and spelling errors, and includes all the elements listed in the instructions.	2	1.5	1	0	2 pts

VII. Curriculum Map

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 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 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</p>	R, A		

with a rubric of quality and quantity of interactions, provided by the instructor.			
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.			M, A
LIS 7002 Diversity in Youth Services & Collections or LIS 7003 Diversity in Adult Services and Collections 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		I	M, A
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.		R, A	R
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%.	M, A		
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		R, A	R
LIS 7004 Cultural Competence & Services to Diverse Communities 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		M, A	
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	R, A		

minimum of 80% in a rubric provided by the instructor			
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.)		R	M, A
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.	R, A		

VIII. Ongoing Curricular Review

Description:

The plan for curricular review of this Certificate includes assessment points at different times during the cycle of each program completion. Although every student can take different lengths of time to complete it, it can be estimated that at least every two years there will be an almost new cohort of students. For that reason, assessment of courses happens every semester, and faculty discussions every year, but major decisions regarding changes can take place every four years.

This four-year report is intended for use as documentation for the Accreditation Documentation preparing for ALA-COA visits. Based on the 7-year accreditation cycle, the final ALA-COA report is compiled every 4 to 5 years.

Documentation from students and faculty surveys will be used as evidence, as well as decisions and changes made based on this revision, plus the Four-year report.

Review plan consists of course evaluations by students, exit surveys, and faculty surveys, plus yearly faculty meetings, program reviews, and reviews with administration, as follows:

Process:

1. Data gathering:

At the end of each semester, students in the program receive course evaluations. Students who are getting the Certificate (satisfying all four courses) will also complete an Exit Survey. Faculty will keep records of student grades and complete an end of semester internal survey with reflections regarding the course and assignments.

2. Faculty review:

Faculty who teaches courses in the program will meet once per year to evaluate the program. In these meetings, faculty will look at the data gathered and discuss what is working and what is not. Faculty will prepare suggestions to be brought to the administrators (program manager, dean or director, as it applies.)

3. Program review:

The administrator will meet with the faculty to discuss their suggestions, and a decision will be made whether to explore implementing changes or continue with the same curricula.

4. Report:

The program administrators will prepare a report every four years that details the results of each yearly evaluation, and what changes have been implemented based on the assessment. This report will be included in the ALA COA Accreditation documentation folder.

Implementation:

Timeline	Assessment	Responsible
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End of every semester	Students' course evaluation	Students
	Students' exit survey	Students
	Faculty course evaluation	Faculty
End of school year (June)	Faculty review	Faculty
	Program review	Dean & faculty
Every 4 years	Program report	Dean or program manager

IX. Syllabus: Master Course (Includes Appendices A and B)

University of Missouri-Columbia
School of Information Science & Learning Technologies
Fall 2023

I - INSTRUCTOR INFORMATION

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II - COURSE DESCRIPTION

Issues of diversity as part of social justice within libraries and information agencies in the U.S.

This course includes diversity theories, discussions of cultural competence, cultural humility, and services to diverse populations in the context of libraries or information institutions, with applications to programming, services, and collection development.

This is a graduate-level course with a 3-credit load.

III - COURSE SUMMARY

As the U.S. society grows more diverse, the likelihood of working with diverse communities is certain for library and information science professionals. This course will focus on the social justice role of library and information centers, with an emphasis on diversity both as an intrinsic part of the service (mission, staffing, and management considerations) and as part of providing services to diverse communities. The readings and assignments will include issues such as developing a diversity awareness and mission, recruiting and hiring for diversity, mastering cross-cultural competence and communication skills, and applying these principles to a library's services, programs, and collections. This course is designed to give students theoretical background and practical knowledge to begin work in providing library and information services to diverse patrons.

IV - OBJECTIVES

Department:

LIS Student Learning Outcomes (<http://sislt.missouri.edu/lis/#outcomes>)

This course meets the following LIS Student Learning Outcomes:

- **SLO 1:** Graduates will apply the core principles, ethics, values, and body of knowledge to questions in library and information science, according to their area of specialty.
- **SLO 4:** Graduates will be able to assess community needs, formulate plans to respond to users of information agencies, and instruct users in using informational resources.

Course: Learning Objectives and Assignments

After completing the readings, discussions, assignments, and participation in the LIS 7000 course, the student will:

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;
 - Assignments: Discussion Forums (6) and Statement of Diversity
2. Assess a specific library's diversity practices and cultural competence based on a rubric and make recommendations for improvement and progress;
 - Assignment: Library Consultant Assessment
3. Create an example of program and/or service to serve the needs of a specific group from a library's diverse community;
 - Assignments: Community Needs Assessment and Grant Proposal
4. Implement diversity principles in collection development and management to prepare a toolkit that assists professionals in developing diverse collections.
 - Assignment: Collection Development Toolkit

V - TECHNICAL RESOURCES

Online Course Access

The course is available in the University of Missouri Canvas platform. Canvas has apps for phones and tablets on both iOS and Android. The Canvas Student app works well to check the discussion boards or post assignments on the go.

Library Resources and E-Resources

Access to the library will be critical to your academic success. To learn more about how to access the library from a distance, please visit the University of Missouri Library Distance Education Support Service page at: <http://libraryguides.missouri.edu/distance> . Kimberly Moeller, MU Library's LIS Liaison, has developed a LibGuide to assist LIS students, accessible at: <http://libraryguides.missouri.edu/libraryscience> . This course may use resources and materials accessible via the Electronic Reserve System (E-Res): <http://eres.missouri.edu> .

Technical Help Available

Mizzou Tech Support contact information can be found in the Support & Policies link in the course navigation menu (to the left). In addition, the Canvas Student Guide provides overviews of each Canvas tool and tutorials on how to use them.

If you are new to Canvas, you may find the Canvas Quick Start for Students orientation course helpful. You are automatically enrolled in this course and can find it on your Canvas dashboard or by clicking Courses in the Canvas Global Navigation and then selecting All Courses.

Online Class Netiquette

Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*.

Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor

can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

Online Modality

This class is 100% asynchronous. There are no live classes, but the student is expected to login to the course on Canvas every week to complete the readings and assignments by the required due dates, as well as maintain an ongoing participation in online forums. Although the whole course content will be open from the beginning of the semester until the last day of finals, students are expected to participate throughout the scheduled times for each module. Some work can be completed in advance, but other work requires interaction.

VI - REQUIRED READINGS AND MATERIALS

Cooke, N. (2017). *Information services to diverse populations: Developing culturally competent library professionals*. Libraries Unlimited. [Link to [MU Libraries](#) record]

This book is required and will be used throughout the course. It is available from the MU Libraries. In addition, there are other mandatory readings provided in the modules or through MU Libraries Databases.

VII - GRADING SCALE

A	94-100 points
B	80-93 points
C	70-79 points
F	Fewer than 70 points
The grade of D is not awarded to graduate students.	

Late Work Policy: Life happens, but late work is an additional obligation for you and your instructor. If you have circumstances that affect your ability to complete assignments, please contact me as soon as you can, ideally 2 days before the due date.

VIII - ASSIGNMENTS

The assignments for this class are practice-based and community-focused. All of these assignments require you to synthesize a considerable amount of information and present it in a coherent, structured fashion.

You will need to visit or gather information about a specific library or information center, as well as demographic information of the community where it is located. Please select an institution as your intended site of study for this semester.

Assignment Title	Point Value	Due Date (W=week)
6 Discussion Forums	30	W2, W3, W4, W7, W8, W11
Library Consultant Assessment	20	W5

Community Analysis	10	W9
Program or Service Grant Proposal	10	W10
Collection Development Toolkit	10	W12
Diversity Professional Statement	15	W13
Participation + Self-Assessment of Learning	5	W15

IX - ADDITIONAL CONSIDERATIONS AND INFORMATION

ACADEMIC INTEGRITY

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether the effort is successful or not. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor or the Office of Academic Integrity.

STUDENT & INSTRUCTOR EXPECTATIONS

Being enrolled in this course implies the student's acceptance of the terms stated in this Syllabus. The instructor reserves the right to modify assignments or due dates based on major events or accommodations, but they will provide advance notice for any changes.

- Students are expected to complete all readings or watching/listening of instructional materials and independently complete the assignments before the due date.
- Students are expected to access the Canvas course site regularly, read announcements and complete assignments on this platform.
- Students are expected to communicate with the instructor any concerns or problems that might affect their performance, including difficulty accessing materials or technology and access, and the instructor reserves the right to allow extensions or other accommodations.
- Students can expect the instructor to grade assignments and provide feedback within a week of the due date.
- Students can expect the instructor to be available for one-on-one consultations and discussions of performance by requesting a meeting in advance (virtually or in person.)

LEARNING METHODOLOGY

This course is based in a participatory methodology:

- Students are expected to interact with the instructional materials (reading, watching, reflecting), with each other (in interactive forums), and with the instructor (in forums and in a dialogue regarding grading feedback.)
- The prompts in the forums are intended to give students a chance to practice by sharing sections of the assignments such as Library Assessment, Community Assessment, Collection Toolkit, and Diversity Statement and get feedback from one another.
- Students have opportunities to submit topics and materials for discussion, and some sections are open to student's interests.
- Modules titled "Our Learning Experience" are intended for reflection on the learning itself. The instructor is open to constructive criticism and suggestions to improve the course interactions and learning.

INSTRUCTOR MESSAGE:

I look forward to learning together this semester. Please introduce yourselves and establish a regular dialogue with classmates and instructor, as we are part of this learning community together. See you in the course!

~Alicia

APPENDICES:

- A. Course Map
- B. Course Overview (Week by Week)

Appendix A: Course Map

Week	Module/Topic	Textbook Chapter	Assignments	Points	Due Date: End of
1	Our Learning Experience	--	Introduction Pre-LIS7000 Survey	Participation	W1
2	HRRR, DEI & Social Justice in LIS	1	Disc Forum 1: DEI	5	W2
3	Social Role of Libraries & Theories	--	Disc Forum 2: Social Justice	5	W3
4	Diverse staff, hiring/recruiting & practices	5	Disc Forum 3: Personnel	5	W4
5	Cultural competence & humility & Evaluating services	2	Library Consultant Assessment	20	W5
6	Our Learning Experience	--	Midterm LIS7000 Survey	Participation	W6
7	Technology & Equity of Access	--	Disc Forum 4: Digital Divide	5	W7
8	Special information science topics	--	Disc Forum 5: Self-selected	5	W8
9	Outreach & Community Assessment	3-4	Community Analysis / Needs Assessment	10	W9
10	Outreach & programs to diverse groups	3-4	Grant Proposal	10	W10
11	Diverse Collections: LIS resources, Selection Aids, & Organizations	--	Disc Forum 6: Diverse collections	5	W11

12	LIS resources, Selection Aids, & Organizations (cont)	--	Collection Development Toolkit	10	W12
13	Diversity Statements & Commitment	6	Diversity Statement	15	W13
14-15	Our Learning Experience	--	Post LIS7000 Survey Participation	Participation total: 5	W15

Appendix B: COURSE OVERVIEW (Week by week)

WEEK 1

Topic: Our learning experience (Part 1)

Instructional Materials:

- **Chapter 1 of Textbook:** Cooke, N. (2017). *Information services to diverse populations: Developing culturally competent library professionals*. Libraries Unlimited.
- Castania, K. (2003). *The evolving language of diversity*. Cornell Cooperative Extension.

Assignments:

- Introduction Forum: Please introduce yourself in the forum, by using video, audio, or text with a photo. Mention one thing (topic/question/theme) from the introductory readings about which you would like to learn more during this course. Comment to at least one other student.
- Pre-LIS7000 Survey: This is a two-question quiz with questions for self-reflection, regarding what you expect from this course.

Assessment:

- Interaction/participation in forum.
- Completing the Survey contributes 1 point to the participation grade.

WEEK 2

Topic: Human Rights, Social Justice, and Library & Information Services (LIS)

Instructional Materials (links and chapters provided in course management):

- American Library Association. (1986). *Library Bill of Rights*.
- American Library Association (2008). *Code of Ethics of the American Library Association*.
- Cooke, N. & Sweeney, M. (2017). *Implementing social justice in the LIS classroom*. Library Juice Press.
- Freiband, S. (1992). Multicultural issues and concerns in library education. *Journal of Education for Library and Information Science*, 33(4): 287-294.

- Hall, T. (2007). Race and place: A personal account of unequal access. *American Libraries* 38(2): 30-33.
- Honma, T. (2005). Trippin' over the color line: The invisibility of race in library and information studies. *InterActions* 1(2).
- IFLA/UNESCO. (2020). *IFLA/UNESCO Multicultural Library Manifesto*.
- McCook, K. de la P. (2000). Ethnic diversity in library and information science. *Library Trends* 49(1): 1-5.

Assignments:

- Discussion Forum #1: Reflections and dialogue. Prompt provided in module.

Assessment:

- Graded discussion forum (5 pts) based on Criteria provided in module.
-

WEEK 3

Topic: Social Role of Library and Information Services in the Context of D.E.I.

Instructional Materials: (Selected sections and chapters indicated in course module):

- Adkins, D., Virden, C., & Yier, C. (2015). Learning about diversity: The roles of LIS education, LIS associations, and lived experience. *Library Quarterly*, 85(2), 139-149.
- Blanke, H. T. 1989 Librarianship and political values: Neutrality or commitment? *Library Journal*, 114(7): 39-43.
- Cooke, N. & Sweeney, M. (2017). *Implementing social justice in the LIS classroom*. Library Juice Press.
- Jaeger, P. T., Taylor, N. G., & Gorham, U. (2015). *Libraries, human rights, and social justice*. Rowman & Littlefield.
- Mehra, B. & Srinivasan, R. (2007). The library-community convergence framework for community action: Libraries as catalysts for social change. *Libri* 57: 123-139.

Assignments:

- Discussion Forum #2: Reflections and dialogue. Prompt provided in module.

Assessment:

- Graded discussion forum (5 pts) based on Criteria provided in module.
-

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WEEK 4

Topic: Diverse staff, hiring/recruiting & practices

Instructional Materials:

- **Chapter 5** of textbook (Cooke, 2017).
- al-Qallaf, C. L., & Mika, J. J. (2013). The role of multiculturalism and diversity in library and information science: LIS education and the job market. *Libri* 63(1): 1-20.
- Andrade, R., & Rivera, A. (2011). Developing a diversity-competent workforce: The UA Libraries' experience. *Journal of Library Administration*, 51(7/8), 692-727.

- Kreitz, P. A. (2008). Best practices for managing organizational diversity. *Journal of Academic Librarianship*, 34(2), 101-120.
- Winston, M. (2010). Managing diversity. *Library Administration & Management*, 24(3), 58-63.

Assignments:

- Discussion Forum #3 Personnel: Reflections and dialogue. Prompt provided in module.

Assessment:

- Graded discussion forum (5 pts) based on Criteria provided in module.
-

WEEK 5**Topic:** Cultural competence & cultural humility**Instructional Materials:**

- **Chapter 2** of textbook (Cooke, 2017).
- Association of College and Research Libraries (2012). *Diversity standards: Cultural competence for academic libraries*.
<https://www.ala.org/acrl/standards/diversity>
- Kumasi, K. D., & Hill, R. F. (2013). Examining the hidden ideologies within cultural competence discourses among Library and Information Science (LIS) students: Implications for school library pedagogy. *School Libraries Worldwide* 19(1): 128-141.
- McDonald, M. J. (2014). Structural approaches to community analysis. *Indiana Libraries* 1(2): 51-59.
- Overall, P. M. (2009). Cultural competence: A conceptual framework for library and information science professionals. *Library Quarterly* 79(2): 175-204.
- Tervalon, M. & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved* 9(2): 117-125.
- Wagner, M. M., & Willms, D. (2010). The Urban Library Program: Challenges to educating and hiring a diverse workforce. *Library Trends* 59(1-2), 128-146.

Assignments:

- Library Consultant Assessment: You are a diversity consultant trying to emphasize the importance of a diverse and supportive workplace. The library has hired you to critique their Diversity Policy and make suggestions for ways to emphasize their commitment to diversity. You will review their policy and some other critical elements and will make recommendations to the library about these changes. Guidelines provided in module 5.

Assessment:

- Discussion forum will be used for peer consultations and peer review prior to submission.
- Consultant Assessment (20 pts) rubric with grading criteria is provided in the Module.

WEEK 6:**Topic:** Our Learning Experience (Part 2)**Instructional Materials:** Review previous.**Assignments:**

- Discussion Board: Course evaluation interactions. Prompt provided to generate comments about the readings and the learning process so far. Students encouraged to interact with materials, classmates, and instructor before answering the Survey.
- Midterm LIS7000 Survey: Complete a self-assessment and assessment of course.

Assessment:

- Interaction/participation in forum.
 - Completion of the Survey assigns 1 point for final participation.
-

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WEEK 7:**Topic:** Technology & Equity of Access**Instructional Materials:**

- Hersberger, J. (2002). Are the economically poor information poor? Does the digital divide affect the homeless and information access? *Canadian Journal of Information and Library Science* 27(3): 45-63.
- Lazar, J. & Jaeger, P. T. (2011). Reducing barriers to online access for people with disabilities. *Issues in Science and Technology* 27(2): 68-82.
- Xie, B. & Jaeger, P. T. (2008). Computer training programs for older adults at the public library. *Public Libraries* 47(5): 42-49.

Assignments:

- Discussion Forum #4: Reflections and dialogue. Prompt provided in module.

Assessment:

- Graded discussion forum (5 pts) based on Criteria provided in module.
-

WEEK 8:**Topic:** Special information science topics

For this module, students will select one type of library/area or information service (e.g. public libraries, academic libraries, school libraries, archives, special libraries, cataloging/classification services, youth services, etc.) that they are interested in, or the area where they work.

A discussion forum will have threads for students to communicate their selection and interact with other students who might be working on the same area/topic.

Students are required to research one topic related to this area and provide reading suggestions and/or comments to others.

Instructional Materials: (Provided by student)**Assignments:**

- Discussion Forum #5: Reflections and dialogue. Prompt provided in module.

Assessment:

- Graded discussion forum (5 pts) based on Criteria provided in module.
-

WEEK 9:**Topic:** Outreach & Community Assessments**Instructional Materials:**

- **Chapters 3 and 4** of textbook (Cooke, 2017).
- Coats, R., Goodwin, J. G., & Bangs, P. C. (2000). Seeking the best path: Assessing a library's diversity climate. *Library Administration & Management*, 14(3): 148-154.
- Fournier, M. D. & Ostman, S. (Eds.). (2021). *Ask, listen, empower: Grounding your library work in community engagement*. ALA Editions.
- Kyrillidou, M., Lowry, C., Hanges, P., Aiken, J., & Justh, K. (2009). ClimateQUAL: Organizational climate and diversity assessment. *College & Research Libraries News*, 70(3): 154-157.
- Osborne, R. (Ed.). (2004). *From outreach to equity: Innovative models of library policy and practice*. ALA Editions.

Assignments:

- Community Analysis / Needs Assessment: The student will select a specific underserved group of a library's community, such as a specific ethnic or cultural group, a marginalized community, or any other section of a particular community. Based on the community and sub-group selected, the student will conduct a needs assessment based on a rubric provided in the module. Demographic, research, and interviews with staff or community members are some possible methodologies to gather information. This analysis will be used for the assignment in Module 9.

Assessment:

- Needs assessment graded (10 pts) with rubric provided.
-

WEEK 10:**Topic:** Outreach & Programs or Services**Instructional Materials:**

- **Chapters 3 and 4** of textbook (Cooke, 2017).
- Additional resources depend on the group selected.

Assignments:

- Grant (Program or Service) Proposal: Based on the group selected in Module 9, the student will design a service or program to serve the specific group following recommendations for culturally appropriate and transformative services. The proposal will be prepared following a format for a grant proposal, describing the activity or service, impact, budget, resources, etc.

Assessment:

- Proposal graded (10 points) based on rubric and format provided.
-

WEEKS 11 and 12:**Topic:** Diverse Collections

Students will select a specific population for their collection development focus: for ex: youth collections, adult collections, or special collections.

Instructional Materials:

Depending on the focus selected, the instructor will provide core texts or articles and the student will search for more materials related to diversity in collections for that group.

Examples:

- Association for Library Collections and Technical Services. (2017) *ALCTS 2017 Midwinter Symposium: Equity, Diversity, and Inclusion: Creating a new future for library collections*. <http://www.ala.org/alcts/events/mw/2017/symposium>
- Hughes-Hassell, S. (2020). *Collection management for youth: Equity, inclusion, and learning*. ALA Editions.
- Naidoo, J. C. & Dahlen, S. P. (2013). *Diversity in youth literature: Opening doors through reading*. ALA Editions.

Assignments:

- **Week 11 - Exchange Forum:** In this forum, students will be asked to contribute recommendations of sources to be used for collection development from different multicultural groups, ethnic groups, groups underrepresented in mainstream literature (such as LGBTQ+, disabilities, religious minorities, etc.). Organizations (such as the NALCos – National Associations of Librarians of Color), book awards for specific groups, literature scholars from those groups, etc. Will be provided and compiled from everyone's contribution.
- **Week 12:** Collection Development Toolkit: Based on the exchange of resources from the forum and the readings provided by instructor, the student will compile a "toolkit" with a list of selection aids, resources, organizations, book awards and book lists, and other tools to use in collection development for that group.

Assessment:

- Forum graded (5 pts) based on contributions.
- Toolkit graded (10 pts) based on containing the types of resources listed in criteria.

WEEK 13:**Topic:** Diversity Statements & Commitment**Instructional Materials:**

- **Chapter 6** of textbook (Cooke, 2017).
- Adkins, D. & Espinal, I. (2004). The diversity mandate. *Library Journal*, 45(2): 149-161.
- American Library Association. (2016). *Final report of the ALA Task Force on Equity, Diversity and Inclusion*. Chicago, IL.

- American Library Association. (n.d.) *American Library Association Staff Diversity and Inclusion Action Plan*.
http://www.ala.org/offices/sites/ala.org.offices/files/content/diversity/ALA_Diversity_Action_and_Inclusion_Plan.pdf
- Gray, J. (2011). Strategic planning for diversity, ALA Office for Diversity.
<http://www.ala.org/advocacy/diversity/workplace/diversityplanning>
- Hudson-Ward, A. (2014). Eyeing the new diversity. *American Libraries*, 45(7/8), 32-35.

Assignments:

- Statement of Diversity: Students will reflect on all materials and assignments from the semester and create their own professional Statement of Diversity, representing their principles and the ways in which they commit to achieve those principles in their professional career.

Assessment:

- Statement graded (20 pts) based on criteria provided in module.
-

WEEKS 14 and 15:**Topic:** Our Learning Experience (Part 3)

Students will reflect on the learning process and complete the Post LIS7000 Survey, as well as the Course Evaluation provided by the University.

Assignments:

- Post LIS7000 Survey: A self-reflection survey related to the learning assignments, course modality, course organization, materials and delivery, as well as personal commitment and learning assessment.
- Optional synchronous meeting: An optional Zoom meeting will be offered for students to share learning experience.

Assessment:

- Completion of Post-LIS7000 Survey.
- Participation points will be assigned (3 points for completing all surveys plus additional points for other participation/interaction.)

X. References

American Library Association, Committee on Accreditation [ALA COA]. (2022). *Proposed revisions to the Standards for Accreditation of Master's Programs in Library & Information Studies, 2015.*

<https://www.ala.org/aboutala/2022-update-ala-standards-accreditation-master's-programs-library-and-information-studies>

Cullen, R., Harris, M., & Hill, R. (2012) *The learner-centered curriculum: Design and implementation.* Wiley & Sons, Inc.

Freire, P. (1973). *Education: The practice of freedom.* Writers and Readers Publishing Company.