The following table illustrates the relationship of educational goals, selected course objectives and SLOs to ALA Core Competencies and COA Standards. The relationships listed here are intended to be representative, not exhaustive.

Relation of SLIS Educational Goals, Student Learning Outcomes to ALA Core Competencies and COA Standards I.2.1 – I.2.8, II.2.1 – II.2.6

Educational Goals	ALA Core Competencies	Course Objectives	Student Learning Outcomes	*COA Standards I.2.1 – I.2.8; II.2.1 – II.2.6
1. Knowledge of and commitment to ethical practices. Master's degree candidates foster and promote a knowledge of and commitment to ethical practices on the part of library and information professionals	**1. Foundations of the Profession** 1A. The ethics, values, and foundational principles of the library and information profession. 1B. The role of library and information professionals in promotion of democratic principles and intellectual freedom.	*LIS 636. Foundations of Librarianship.* Demonstrate an understanding of the importance of Library Bill of Rights and its significance to the past, present, future of LIS.	LIS 636. Paper on "Library Mission and the Library Bill of Rights"; paper on "Censorship and Intellectual Freedom"	I.2.2, I.2.6, II.2.1
	1C. The history of libraries and librarianship.	*LIS 533. History of the Book.* Demonstrate knowledge of social, cultural, political, and economic contexts that shaped history of books and manuscripts from ancient times to present.	LIS 533. Short paper on books from antiquity to Gutenberg, short paper on books from Renaissance to Digital Age.	I.2.1, I.2.7, II.2.2
	1D. The history of human communication and its impact on libraries.	*LIS 651. Fundamentals of Information Science.* Understand basic theoretical concepts of communication and information.	LIS 651. Class discussions on theoretical concepts of communication and information.	I.2.5, I.2.7, II.2.3
	1E. Current types of library (school, public, academic, special, etc.) and closely related information agencies;	*LIS 500. LIS Orientation* Locate information on professional LIS competencies.	LIS 500. Report on a specific type of librarianship, related professional organizations, scholarly journals, and competencies.	I.2.1, I.2.2, I.2.3
	1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.	*LIS 511. Collection Development and Management.* Identify and analyze current issues and trends in collection development.	LIS 511. Class discussions.	I.2.7, II.2.5, II.2.6
	1G. Legal framework within which libraries and information agencies operate that includes laws relating to copyright, privacy, freedom of expression, equal rights (e.g., ADA) and intellectual property.	*LIS 511. Collection Development and Management.* Describe the relationship of copyright laws to collection development.	LIS 511. Class Discussions.	I.2.2, I.2.7, II.2.6

	1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.	*LIS 636. Foundations of Librarianship.* Communicate a sense of tradition and respect for librarianship.	LIS 636. Class discussions, critical analysis of professional events.	I.2.1, I.2.8, II.2.1
	1I. The techniques used to analyze complex problems and create appropriate solutions. 1J. Effective communication techniques (verbal and written).	*LIS 668. Research Methods in LIS.* Develop a research proposal. *LIS 695. Master's Research Project.* Write a research report.	LIS 668. Develop a research proposal. LIS 695. Master's research project, class discussions.	I.2.4, I.2.5, II.2.2
	1K. Certification and/or licensure requirements of specialized areas of the profession.	MLIS with licensure emphasis; Graduate Certificate in Archives and Special Collections; Graduate Certificate in Youth Services and Literature	(see course requirements and SLOs for each specialty)	I.2.3, I.2.8, II.2.6
	2. Information Resources 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition. 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection; 2C. management of various collections; 2D. maintenance of collections, including preservation, conservation.	*LIS 511. Collection Development and Management.* Identify and apply criteria appropriate for evaluating and selecting resources in all formats and for a variety of patrons' informational needs.	LIS 511. Selection exercise, weeding exercise. LIS 511. Collection development policy group project.	I.2.2, I.2.6, II.2.1 I.2.2, I.2.6, II.2.1
	5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.	*LIS 511. Collection Development and Management.* Gather and analyze data relating to the information needs of a service community.	LIS 511. Community Analysis Report	I.2.6, I.2.8, II.2.4
2. Professional practice and training experiences Master's degree candidates demonstrate	**3. Organization of Recorded Knowledge and Information** 3A. The principles involved in the organization and representation of recorded knowledge and information.	*LIS 505. Cataloging and Classification.* Understand the basic principles of organization of information as they relate to cataloging and classification; apply the rules of	LIS 505. Completion of a variety of cataloging exercises, midterm exam, and final exam.	I.2.6, I.2.7, II.2.6

knowledge of the basic tenets of reference through the location and evaluation of appropriate reference sources to meet the informational needs of their patrons and the basic tenets of cataloging through cataloging and classification exercises.	3B. The developmental, descriptive, and evaluative skills needed to organize recorded knowledge and information resources. 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.	description and subject cataloging to create basic catalog records in electronic format. *LIS 505. Cataloging and Classification.* Gain a basic understanding of current developments in the field of cataloging and classification.	LIS 505. Research paper on topic related to cataloging; class discussions	I.2.6, I.2.7, II.2.6
	5. Reference and User Services 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups. 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.	*LIS 501. Reference and Information Sources.* Demonstrate a knowledge of the concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.	LIS 501. Location and evaluation of appropriate reference sources for 1) bibliographies, 2) encyclopedias or biographical sources, 3) health, law, or business, 4) government or statistical sources.	I.2.3, I.2.7, II.2.4
	5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information. 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy. 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.	*LIS 501. Reference and Information Sources.* Demonstrate the role of the library and of the librarian in the information-seeking process; demonstrate knowledge of information literacy.	LIS 501. Reference source evaluation, reference interview role-playing, reader's advisory role-playing, reference research hunts, annotated bibliography pathfinder.	I.2.3, I.2.6, II.2.4
	5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences. 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on	*LIS 501. Reference and Information Sources.* Demonstrate knowledge of the differences between user groups and methods of advocacy used to reach specific audiences to promote and explain concepts and services.	LIS 501. Class discussions.	I.2.3, I.2.6, II.2.4

	the design and implementation of appropriate services or resource development.			
3. Knowledge of the LIS literature Master's degree candidates demonstrate knowledge of the body of literature related to the discipline of library and information science.	**7. Continuing Education and Lifelong Learning** 7A. The necessity of continuing professional development of practitioners in libraries, other information agencies. 7B. The role of the library in the lifelong learning of patrons, including understanding of lifelong learning in the provision of quality service and use of lifelong learning in the promotion of library services.	*LIS 636. Foundations of Librarianship.* Understand the importance of professional development and the role(s) of professional and related organizations.	LIS 636. Class discussions and a related discussion post activity.	I.2.5, II.2.1, II.2.6
	7C. Learning theories, instructional methods, and achievement measures; and their application in libraries and other information agencies. 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.	*LIS 590. Library Instruction.* Demonstrate a basic knowledge of instructional design, teaching methods, and learning theory. *LIS 590. Library Instruction.* Demonstrate basic knowledge of concepts of information literacy and bibliographic instruction.	LIS 590. Critiques of articles related to library instruction and information literacy, class discussions. LIS 590. Design and presentation of a bibliographic lesson.	I.2.8, II.2.5, II.2.6 I.2.8, II.2.5, II.2.6
	8. Administration and Management 8A. The principles of planning and budgeting in libraries and other information agencies; 8B. The principles of effective personnel practices and human resource development.	*LIS 605. Library Management.* Locate and evaluate library management articles	LIS 605. Location and evaluation of articles on library management issues such as managing change, managing people, technology, HR issues, getting and managing grants.	I.2.2, I.2.8, II.2.5
	8D. The concepts behind, and methods for, developing partnerships, collaborations, networks, and other structures with all stakeholders and within communities served.	*LIS 605. Library Management.* Demonstrate an understanding of how to effectively negotiate management issues and how to effectively market library services.	LIS 605. Required readings and class discussions on organizational culture and diversity.	I.2.5, I.2.6, II.2.4

4. Engagement in research Master's degree candidates demonstrate knowledge and understanding of scholarly LIS research and demonstrate the ability to identify and apply appropriate research methodology to specific problems in library and information science.	1I. The techniques used to analyze complex problems and create appropriate solutions. **Research** 6A. The fundamentals of quantitative and qualitative research methods; 6B. The central research findings and research literature of the field; 6C. The principles and methods used to assess the actual and potential value of new research. 8C. The concepts behind and methods for, assessment, evaluation of library services and their outcomes.	*LIS 651. Fundamentals of Information Science.* Apply bibliometrics as an evaluative research tool for author, document, or journal analysis. *LIS 651. Fundamentals of Information Science.* Create an annotated bibliography of IS research. *LIS 668. Research Methods in LIS.* *LIS 695. Master's Research Project* Demonstrate an understanding of the process and role of LIS research through the completion of an original research proposal and project.	LIS 651. Bibliometric study based on the characteristics of a specific set of scholarly, peer-reviewed articles. LIS 651. Annotated bibliography of twenty resources related to an information science research topic. LIS 668. Research proposal. LIS 695. Master's research project with appropriate literature review.	I.2.4, I.2.7, II,2.2 I.2.4, I.2.7, II,2.2 I.2.4, I.2.7, II,2.2
5. Technical competency Master's degree candidates develop an awareness of the use of technology in libraries and participate in technology applications.	**4. Technological Knowledge and Skills** 4A. Information, communication, assistive, related technologies as they affect resources, service delivery, uses of libraries, other information agencies; 4C. methods of assessing, evaluating the specifications, efficacy, and cost efficiency of technology-based products and services. 4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications; 4D. The principles and techniques necessary to identify and analyze emerging technologies and innovations in order to recognize and implement relevant technological improvements.	*LIS 501. Reference and Information Sources.* Evaluate online resources and tutorials *LIS 501. Reference and Information Sources.* Create a multimedia vodcast or podcast *LIS 557. Information Technology and Libraries* *LIS 558. Web Design and Evaluation* Create an e-portfolio	LIS 501. Evaluation of online resources and tutorials. LIS 501. Multimedia vodcast or podcast of a bibliographic instruction. LIS 557, LIS 558. e-Portfolio that contains: 1) an image of themselves and some basic information on the home page; 2) resume or vita in pdf format; 3) links to student papers, and multimedia projects.	I.2.6, I.2.7, II.2.5 I.2.6, I.2.7, II.2.5 I.2.6, I.2.7, II.2.5

I.2   Clearly defined student learning outcomes are a critical part of the program's goals. These outcomes describe what students are expected to know and be able to do by the time of graduation. They enable a faculty to arrive at a common understanding of the expectations for student learning and to achieve consistency across the curriculum. Student learning outcomes reflect the entirety of the learning experience to which students have been exposed. Student learning outcomes address:

I.2.1   The essential character of the field of library and information studies;

I.2.2   The philosophy, principles, and ethics of the field;

I.2.3   Appropriate principles of specialization identified in applicable policy statements and documents of relevant professional organizations;

I.2.4   The importance of research to the advancement of the field's knowledge base;

I.2.5   The symbiotic relationship of library and information studies with other fields;

I.2.6   The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups;

I.2.7   The role of library and information services in a rapidly changing technological society;

I.2.8   The needs of the constituencies that the program seeks to serve.

II.2   The curriculum is concerned with information resources and the services and technologies to facilitate their management and use. Within this overarching concept, the curriculum of library and information studies encompasses information and knowledge creation, communication, identification, selection, acquisition, organization and description, storage and retrieval, preservation and curation, analysis, interpretation, evaluation, synthesis, dissemination, use and users, and management of human and information resources.

The curriculum

II.2.1   Fosters development of library and information professionals who will assume a leadership role in providing services and collections appropriate for the communities that are served;

II.2.2   Emphasizes an evolving body of knowledge that reflects the findings of basic and applied research from relevant fields;

II.2.3   Integrates technology and the theories that underpin its design, application, and use;

II.2.4   Responds to the needs of a diverse and global society, including the needs of underserved groups;

II.2.5   Provides direction for future development of a rapidly changing field;

II.2.6   Promotes commitment to continuous professional development and lifelong learning, including the skills and competencies that are needed for the practitioner of the future.