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.**<br><br>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** policies and trends of **significance to the library and information profession.** | Di<br><br>6n<br>on | | |
| | **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)** | | | |

1H. The importance of effective advocacy for libraries, librarians, other library workers, and library services.

1I. The techniques used to analyze complex problems and create appropriate solutions.

1J. Effective communication techniques (verbal and written).

1K. Certification and/r libieue2.6  scnc -0.180he/br s pece4s(n)4.0ua5 (le)16.9 (s)-32.8s1(r)f32.1 (t)3.8 (h)9.8 (s )TJ0.002 Tc -0.002 Tw 0 -1.174 p cofd(1)e17 (e)16.92 (e)9.8prior

| | | | | |
|---|---|---|---|---|
| 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. | description and subject cataloging to create basic catalog records in electronic format. | | |
| | 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information. | *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

\* **2015 Standards for Accreditation of Master's Programs in Library and Information Studies**

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 entiret