<div align="center">**Syllabus**</div>

Department: Division of Library and Information Science

Course Number and Title: LIS 275 Cultural Competence for Information Professionals

Bulletin Description
This course prepares information professionals to work effectively by learning and applying cultural competence knowledge, skills, and practices required in a culturally diverse environment.

Credit: 3 semester hours.

Course Description
This course will prepare information professionals to work effectively at the individual and organizational level by learning and applying cultural competence knowledge, skills, and practices required in a culturally diverse environment. It is designed to develop cultural competency in decision-making, problem solving, and creating inclusive programs and services. It explores cultural competence expectations in organizations at the management, and consumer service levels. This course emphasizes the practical applications of cultural competency and how cultural competency affects information organizations.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives
As outcomes of the course, students will be able to:

- Articulate basic concepts and terminology, major issues, and emerging trends relating to diversity, inclusion, and equity in information settings in a culturally diverse society.
- Identify diverse, multicultural, and special groups based on their general characteristics, language, communication, and cultural traits among others.
- Explain cultural dimensions, cultural factors, and how they might affect effective information services.
- Examine cultural barriers to communication and customer services for specific groups, and describe potential strategies to overcome such barriers.
- Identify best multicultural practices for effective customer service in information organizations.

- Provide appropriate strategies, recommendations, and guidelines for improving cross-cultural communication in information organizations.
- Demonstrate and apply cultural competence knowledge, skills, abilities and attributes in providing inclusive information services.
- Create a personal development plan towards becoming culturally competent.

Program Goals and Outcomes

The course contributes towards satisfying the following MS LIS program goal/s:

5B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

5C. Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

7A. Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.

Units of Instruction

Unit	Topic
1	- Working in a culturally diverse environment - Understanding cultural competence and cultural humility
2	- Cultural differences and cultural understanding - Race - Privilege - Intersectionality - Implicit bias
3	- Intercultural encounters - Microaggressions
4	- Cultural identity - Cultural awareness and intercultural skills - Practicing cultural humility
5	- Cultural intelligence - Multicultural communication

Learning Activities

The learning activities in this course are designed to help students work effectively as individuals and in organizations by learning and applying cultural competence concepts, frameworks, techniques, and practices in any type of information setting.

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There will be ongoing online discussions, and various individual projects to facilitate learning key cultural competence concepts and practices. One individual project will demonstrate students' cultural competence insights gained through in-depth research of a specific course related topic relevant to information organizations. In other individual projects, students will demonstrate their critical thinking skills by analyzing cultural differences, dimensions, biases, assumptions, cross cultural communication styles, cultural awareness identity, etc. Students will also demonstrate their cultural competence by creating a multicultural program proposal.

Assessment

1. Course-Level Assessment
   a) The online discussions and individual projects are designed to reinforce one or more of the course objectives listed above.

   b) The collaborative group project will be designed to apply to all course objectives, although some objectives may have a greater emphasis depending on the feedback from the earlier assignments.

2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.

   a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well. In LIS 275 Cultural Competence for Information Professionals, the identity exploration project is used as a representative measure of student learning of the related program goal/s.

   b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight program goals. For

each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact. In LIS 275 Cultural Competence for Information Professionals, the identity exploration project I suggested as the course artifact should students decide to use their work in this course as evidence of satisfying the related program goal/s. This is because of the comprehensive nature of the projects.

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.
a) Online Discussion (30%)
b) Individual projects (70%)

Bibliography

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information services in academic libraries. *Portal: Libraries and the Academy, 2*(2), 207-
216

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

Asynchronous or synchronous Lecture

Assigned weekly reading

Weekly assignments (individual and group)

Active participation in online discussions

Research for semester-long projects (term papers, projects)

Presentations (online or face to face)

Academic Service-Learning projects (where appropriate)