

**Course Tag Reflection Exemplar**  
**Ethics, Integrity, and Commitment to Diversity and Inclusion**

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**IST 382: Cultural Competencies for Information Professionals**

**Identify the course learning objectives in the syllabus that are clearly aligned to Ethics, Integrity, and Commitment to Diversity & Inclusion and respective assignment(s).**

After taking this course, the students will be able to:

- Recognize salient facets of cultural competence, particularly in relation to information services.
- Demonstrate cultural competence in location, selection, evaluation, and developing diverse information services.
- Implement strategies for using various resources and strategies to meet information needs.
- Engage in respectful and informed discussion of and deliberations about issues related to cross cultural competence.
- Create an equitable cultural environment for your information community.

**Explain the connection between specific assignment(s) and Ethics, Integrity, and Commitment to Diversity & Inclusion. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

For their cultural competency in action assignment (41% of the course grade), students will select an intersectional population and advocate for them. Once you select and understand your population, you will then advocate for design services, information resources, or information programming for them. For example, imagine you are an information architect and hired to update the Veterans Affairs website for your local community. What information services are pressing for your target community? What suggestions/applications/programs might you design in order to provide critical information to your selected community? In order to secure buy-in from the powers that be, you have to convince your boss/department chair/director/dean/board of trustees/principal, etc. and tell them why they should fund your project or redesign.

**Describe the feedback tool(s) faculty use to support students' competency development on Ethics, Integrity, and Commitment to Diversity & Inclusion.**

Faculty have carefully scaffolded this course to introduce students to the concepts of identity and cultural competence. Faculty will moderate and lead whole class

discussion and students will also be responsible for practicing their communication skills in relation to IDEA topics through their course discussion board.

**Describe the feedback tool(s) faculty use to support students' competency development on Ethics, Integrity, and Commitment to Diversity and Inclusion.**

Students will meet with their faculty member to discuss their selected community and what culturally competent information interventions they are going to provide based on their community's needs. This will allow students to ask questions and make sure their project is developing. Students will have a peer review session where they get to share their intervention ideas with their classmates and receive feedback before their final essay is due. Their essays will be graded according to a rubric.