Table 2. Institutional Learning Outcomes and Selected Course- level Learning Objectives	
Institutional Learning Outcomes	**Sample LibIT Diploma and Post -Diploma Program Learning Outcomes**

Demonstrate information competency	x The framework for library and information science (LIS) and LIS education centres on information competency. As such, graduates of the Library and Information Technology Diploma and Post-diploma Programs can explore, use, and evaluate emerging information technologies. Specifically, they can
	    o identify key concepts and terms that describe customers' information needs;
	    o apply effective search techniques to UFV Library and other library catalogues;
	    o suggest appropriate search strategies to locate information on the Internet and in proprietary databases;
	    o describe criteria used to make information seeking decisions and choices;
	    o critically evaluate electronic resources using established criteria;
	    o use criteria to determine whether information contradicts or verifies information found in other sources;
	    o discuss some of the legal, ethical, and moral questions facing public institutions regarding Internet access;
	    o discuss some of the economic, legal, and social issues surrounding the use of electronic information;
	    o select and evaluate reference materials for library collections; and
	    o gather and organize information for the purpose of writing a junior undergraduate-level paper.

Analyze cr(973 m [(A)-8.6(pæpæred)]c...	o analyze information requests and resources to determine accurate and appropriate responses;
	    o apply ethical behaviours to specific situations relating to customers' information rights;
	    o

Institutional Learning Outcomes	Sample LibIT Diploma and Post -Diploma Program Learning Outcomes

Pursue self-motivated and self-reflective learning	x Self-assessment and reflective analysis are integral to student success in LibIT programs. Graduates have developed the ability to pursue self-motivated and self-reflective learning via their experiences with learning activities such as
	    o journaling;
	    o writing self-reflections;
	    o developing personal action/career plans; and
	    o evaluating peers.
	x Graduates understand the importance of continuous skills upgrading through their participation in department- and association-sponsored events such as colloquia, workshops, and reading activities.

Engage in collaborative leadership	x Graduates of the Diploma Program have developed the ability to collaborate with others through group assignments, learning activities, practicum experiences, and the other leadership and followership opportunities that abound in the Department's programs. For example, through participation in the Library and Information Technology Student Association (LISTA), many graduates have engaged in collaborative leading and following through the establishment of bursaries, workshops, social events, and community partnerships. For some graduates, these opportunities have ignited the passion to pursue leadership positions in the field.
	x Graduates of the Certificate Program can
	    o recognize how change can be beneficial to a work environment;
	    o develop ways of inspiring action and creativity in others;
	    o prepare for and respond to unexpected events;
	    o explore the roles and responsibilities of work teams and status in the workplace;
	    o identify personal traits and abilities that can facilitate leading;
	    o enhance the performance of library workers through role modeling, coaching, and mentoring;
	    o assess the abilities and attitudes of co-workers based on their actions and decisions; and
	    o set priorities and goals that support operational needs.

Engage in respectful and professional practices	x LibIT Diploma Program graduates are prepared to make valuable contributions to workplaces by having met learning outcomes such as
	    o demonstrating entry-level knowledge of, and the ability to successfully complete, the daily tasks, duties, and procedures required in organizations such as libraries, information centres, records management departments, and archives;
	    o demonstrating how they meet the minimum competencies identified in the Canadian Library Association's Guidelines for the Education of Library Technicians;
	    o understanding how the overall goals of information organizations are actualized through policies, procedures, and the administration of resources;
	    o practicing