ePortfolio Requirements (including Spring 25 and later)

NOTE: Students admitted to the M.A. LIS program prior to January 2025 can choose to follow these requirements rather than the ones in place when they were admitted. The main differences are the use of the new MLIS competencies and a Resume/Cover letter review assignment rather than a mid program reflection. Further information is at the end, just before Appendix A.

Overview

All students in the M.A. LIS program are required to create an ePortfolio. Students will not be certified as having completed graduation requirements until all program requirements, including the successful completion of the ePortfolio, are met.

The ePortfolio has two functions: 1) it documents and assesses learning throughout the master's course of study and 2) it provides a showcase highlighting knowledge and skills.

As library and information professionals, students will need to be skilled at assessing their own learning and identifying additional things they need to know. Students will also need to take an active role in communicating their knowledge, skills, and strengths to employers, to other professionals, and to their clients and communities.

Each student in the M.A. LIS program prepares an ePortfolio comprising
- 1 reflection on their academic learning,
- 1 resume and/or cover letter review,
- 1 reflection on a professional development experience,
- a website showcasing key knowledge and skills *or,*
- a LinkedIn site showcasing key knowledge and skills and
- a tracking sheet documenting competencies achieved.

The 2 reflections and 1 resume/cover letter review must be completed and approved before the student's final semester. The website/LinkedIn and tracking sheet is an ongoing project throughout the student's program of study and is completed during the student's final semester.

One Reflection on Academic Learning

Through reflections, students demonstrate their intellectual development and their understanding and knowledge of subject content and how it relates to the 5 M.A. LIS competencies (Appendix A or B). The ePortfolio reflections are the tools and opportunities for students to monitor their own learning and augment it as needed. Each reflection is privately shared between the student and

the evaluator(s). The evaluator(s) provide feedback, and the student can revise and resubmit the reflection if necessary.

1. The first reflection is written after completing the first course in the M.A. program, LIS 504 Foundations of Library and Information Services. The essay should:
- reflect on specific learning and relate it to selected M.A. LIS competencies that the student considers most relevant to their own interests and objectives
- explain how selected assignments ("artifacts") assisted with achieving the specific learning and the relevant competencies
- include the relevant artifacts as examples of competency-related learning
- be 1,200 to 1,500 words long
- be submitted within 1 month of successfully completing LIS 504

One Reflection on Professional Development

This reflection indicates the learning that has occurred during a professional development activity, such as
- Professional association conference attendance
- Participating in, listening to, or viewing a substantive and relevant webinar, podcast, or TED talk or a set of these on a topic of interest
- Courses taken outside of those used for the MLIS program (not those used for master's credit). This must be a course taken after being admitted to the MLIS program.
- Appropriate coursework in other departments at UA or elsewhere, not used for master's credit
- Workshops or seminars related to your educational and professional goals
- Brown bag talks or any academic lecture in your field

Any learning experience taken for School of Information course credit, such as an internship, practicum, **may** *not* be used for the professional reflection.

The professional development essay should
- describe the experience
- evaluate the significance and value of the activity as a learning and networking experience relate the learning to the relevant competencies and to artifacts (if there are relevant artifacts created by the student)
- be 1,500 to 2,000 words long
- be submitted within 1 month after the professional development activity ends

Resume and/or Cover Letter Assignment (Previously mid-program reflection)

The purpose of this task is to assist and practice in skills related to career development and entering the job market. Each student will create or revise a current resume and/or cover letter, depending on their individual career needs. The student will then take their Resume or Cover letter to be reviewed by an independent source. This can be done through the:

- The UA Student Engagement & Career Development Center
  https://career.arizona.edu/resources/career-document-dropbox/
- An internship supervisor or independent study supervisor or mentor
- A professional organization such as the Society of American Archivists
  https://www2.archivists.org/groups/career-services-commons/appointments
- A trusted professional or mentor in the student's field of choice
- A professor in the field

The student will then submit the original resume or cover letter and the final version after a review from an independent source.

Website/and or LinkedIn page (*Choose one or do both*).

Website instructions

Each student will create a portfolio website showcasing their knowledge, skills, and strengths. A portfolio website is especially useful during a job search because it allows potential employers and co-workers to learn more about you and your accomplishments and interests. Students do have the option of keeping their website private and sharing it only with the ePortfolio evaluator(s) if they so choose. The iSchool may also offer students an opportunity to showcase their websites at an in-person event and/or online.

The website should
- provide the student's resumé
- include a statement about the student's professional goals
- use a design and graphics appropriate for the student's professional interests
- be clearly organized
- be well written
- showcase at least 3 artifacts related to the student's stated professional goals

LinkedIn Instructions

Your LinkedIn site should
- include a thoughtful headline
- summary about student's professional goals and educational/professional accomplishments
- provide the student's resume
- showcase at least 3 artifacts related to the student's stated professional goals- this can be under the "projects" section on LinkedIn or where appropriate.
- use a design and graphics appropriate for the student's professional interests

- be clearly organized and well written
- include a professional headshot or photograph
  Can include:
- name pronunciation guide
- sharing of relevant content
- connections to College of Info Sci/MLIS program and other professional organizations

Tracking Sheet Documenting Competencies

Students will use a standardized spreadsheet to record 1) which competencies they discussed in each of the 2 reflections and 2) which competencies were addressed in each of the 12 courses they took for the M.A. LIS. The tracking sheet should be updated as each reflection is completed, with the final tracking sheet due in the final semester of the student's program of study.

ePortfolio Logistics

During their first semester in the M.A. LIS program, each student will be given access to the D2L site titled *ePortfolio 2019 and After (non 909)*. This is a non-semester-specific course space and there is no charge for using it. The site will provide information and other resources students may find helpful as they work on their ePortfolios, including writing advice, a list of website building and hosting services, examples of portfolio websites, and job-seeking guidance. The site will also provide Assignment dropboxes for each of the two reflections, coverletter/resume assignment and the tracking sheet. Feedback on the reflections will be provided in the D2L space.

During their last semester in the M.A. program, students will be enrolled in LIS 909 for 1 credit hour. Helpful resources will be available in the D2L site for the course. Students will finalize their website and/or LinkedIn site and provide the instructor/evaluator with a link to it if it is publicly available. If the student prefers, they can keep the website private and give only the evaluator(s) access. Each student will also complete their tracking sheet and submit it via a D2L dropbox.

For Students Admitted Before January 2025

Students admitted to the M.A. LIS program prior to January 2025 can choose to follow these new requirements rather than the ones in place when they were admitted. After reading this section, if you have any questions, you can email the ePortfolio instructor/evaluator jgrochelle@arizona.edu.

Before January 2025, the ePortfolio involved submitting 3 reflections and a tracking sheet, and a website requirement. All ePortfolio work was submitted via D2L. The new ePortfolio requirements are to submit 2 reflections, one coverletter/resume assignment and a website OR a LinkedIn page, as well as the tracking sheet. The tracking sheet can be utilized with the previous competencies or the new competences.

If you were admitted before January 2025 and you have already submitted any of the assignments according to the prior requirements, that is perfectly acceptable and those will be graded and credit will be received as it would have previously.

If you were admitted before January 2025 and have not yet written any reflections, you can choose the new ePortfolio requirements or you can choose the older requirements. It is up to you.

Please email jgrochelle@arizona.edu if you have any questions as to these changes.

Appendix A – Previous M.A. LIS Competencies before Fall 2025

The UA School of Information had identified the following competencies as necessary for M.A. LIS students to begin successful careers in the information professions. You are free to utilize these or the new competencies when completing your competency tracking sheet.

A. Foundational Understandings and Abilities

A1) Students will demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

A2) Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

A3) Students will demonstrate understanding of the use of information and communication technologies including social aspects of information in providing information resources and services in libraries and other information environments.

B. Disciplinary Knowledge and its Application

B4) Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

B5) Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

B6) Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

B7) Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

C. Ethics and Values in Library and Information Science

C8) Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

C9) Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

C10) Students will demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings and propose reasoned courses of action.

Appendix B – Current M.A. LIS Competencies from Fall 2025

The UA College of Information Science has identified the following competencies as necessary for M.A. LIS students to begin successful careers in the information professions.

Competency

MA1	Students will be able to organize, manage, and access information resources from standard library and information science collections and databases.
MA2	Students will be able to apply the results of research in library and information science to practical problems.
MA3	Students will be able to use field-specific techniques to manage resources, services and organizations in their area of career interest.
MA4	Students will be able to articulate the role of diversity in library and information professions and analyze information from diverse perspectives.
MA5	Students will be able to recognize and address ethical issues in library and information settings by proposing reasoned courses of action.