

The following tables illustrate the relationship of archival certificate core course objectives, course activities, and student learning outcomes (SLOs) to the Society of American Archivists' (SAA) curriculum standards (as outlined in the Association's *Guidelines for a Graduate Program in Archival Studies*, <https://www2.archivists.org/prof-education/graduate/gpas/curriculum>).

A. CORE ARCHIVAL KNOWLEDGE

Core archival knowledge provides the theoretical and practical basis necessary to work as a professional archivist. This includes knowledge of archival ethics that promote responsibility toward the standards of the profession and the public good.

A1. Knowledge of Archival Material and Functions

Archival education should teach the fundamental concepts concerning the nature of records and archives as well as archival functions (archival theory), the techniques for performing archival functions (archival methodology), and the implementation of theory and method in real situations (archival practice). Instruction should cover the history of archival theory and methods and their articulation in the professional literature (archival scholarship). The scope of archival education should encompass all archival functions and current best practices. It should also address knowledge of project management and archival organizational management.

SAA Curriculum Standards	Course Objectives	Course Activities	Student Learning Outcomes
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A-1a. The Nature of Records and Archives: The archival concept of records through time regardless of form or medium; the characteristics of records and their components, formal elements, and

<p>A-1b. Selection, Appraisal, and Acquisition: The theory, methods, policies, and procedures used to identify, evaluate, acquire, and authenticate archival materials, in all forms, which have enduring value to records creators, institutions, researchers, and society. Appraisal entails, among other things, understanding what makes organizational records and personal collections authentic, reliable, and useful to institutions, individuals, legal and financial authorities, and other constituents. Instruction should go beyond the theoretical to offer techniques that help archivists manage problems of backlogs and hidden collections they will face when practicing appraisal and processing. Instruction should include donor relations, assessing creators, and macro approach versus the micro approach to appraisal.</p>	<p>645. Digital Preservation. Gain an integrated understanding of planning, management, evaluation of digital collections.</p> <p>646. Intro to Archival Theory and Practice. Understand the basic principles of selecting, processing, arranging, and describing archival materials and collections.</p> <p>647. Intro to Archival Organization. Understand and apply basic principles of materials selection, acquisition and accessioning.</p> <p>648 Demonstrate how archival theory is related to practice by reflecting on experiences in the field in the context of new learning.</p>	<p>645 Sessions and readings on personal digital collections</p> <p>646 Session 4 and Hunter text chapters 3-4.</p> <p>647 Session 5 and 6; Roe text chapters 2-4; selected materials from SAA and NARA; case problems and class discussion.</p> <p>648 Students complete 150 clock hours of archival work at an approved repository.</p>	<p>645 Create a digital collection and report on methods of selection and creation.</p> <p>646 Complete relevant discussion post activities, Write a final paper.</p> <p>647 Complete relevant discussion post activities, final archival project.</p> <p>648 Complete relevant weekly journal and final presentation.</p>
<p>A-1c. Arrangement and Description: The intellectual and physical organization of archival records and papers in all forms, according to archival principles and institutional considerations, and the development of descriptive tools and systems that provide both control of and access to collections. Teaching methods and technology applications should link theory to practice.</p>	<p>506. Cataloging Multimedia Objects. Create and retrieve cataloging records using OCLC's <i>Connexion</i>.</p> <p>645. Digital Preservation. Gain an integrated understanding of planning, management, and evaluation of digital collections.</p> <p>646. Intro to Archival Theory and Practice. Understand basic principles of selecting, processing, arranging, and describing archival materials, collections.</p> <p>647. Intro to Archival Organization. Understand and apply the core concepts and principles of archival arrangement and description. Understand different levels of archival arrangement.</p>	<p>506 Weekly sessio</p>	

	accessing metadata.		
<p>A-1e. Reference and Access: The policies and procedures designed to serve the information needs of various user groups, based on institutional mandates and constituencies, the nature of the materials, relevant laws and ethical considerations, user needs, and appropriate technologies. Instruction in this area should also include the study of user behavior, discovery and access techniques and technologies, user-based evaluation techniques, and the interaction between archivist and user.</p>	<p>645. Digital Preservation. Determine appropriate methods to evaluate various aspects of digital preservation.</p> <p>646. Intro to Archival Theory and Practice. Understand issues and best practices related to access, reference and outreach.</p> <p>647. Intro to Archival Organization. Identify different types of finding aids and understand their purpose(s). Understand and apply principles of effective finding aid design.</p> <p>652. Metadata for Digital Collections. Plan, design, implement, evaluate use of one or more metadata schemes for collection of information.</p>	<p>645 Sessions on developing a digital preservation plan and writing a proposal.</p> <p>646 Session 10; Hunter chapters 9,12; guest lectures from Joanna Aiton, Heather Landry; class discussion.</p> <p>647 Sessions 2, 7-9; Roe chapter 4 and Appendix D; examination of exemplars; and Finding Aid Critique workshop.</p> <p>652 Sessions on the meta-data planning and implementation.</p>	<p>645 Develop a preservation plan.</p> <p>646 Complete relevant discussion post activities</p> <p>647 Complete relevant discussion post activity, Finding Aid Critique assignment, and final archival project.</p> <p>652 Complete relevant discussion post activities, exercises; develop a metadata implementation proposal.</p>

A-1f. Outreach, Instruction, and Advocacy: Theories and practices used to identify archival constituencies and their needs and develop programs that promote increased use, understanding of archival materials and methods, resources, visibility, and support. Includes primary source and information literacy as well as methods of promoting value of archives to the public and other audiences. This component should also articulate the benefits the profession provides to society beyond competencies.

program, its institutional resources, policy-making practices. Archivists manage resources, make decisions, and demonstrate programmatic vision and innovation. Graduates should know the fundamental principles related to organizational management/policies, strategic planning, systems analysis, project/program planning, budgeting, administrative leadership, human resources management, financial management, resource allocation, fundraising, grant writing, management of buildings, facilities, storage systems, and other equipment.

646. Intro to Archival Theory and Practice. Understand issues and best practices related to access, reference and outreach.

students about the nature of archival institutions, units and programs; the values and ethics that archivists bring to their work; and the perspectives that archivists contribute to the information professions.

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A-2c. Ethics and Values: Our profession bases its ethics and values on the responsibilities

B-1a.

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le; .	646 Participate in class discussion.

a wide variety of researchers and to

SAA Curriculum Standards	Courses Objectives	Course
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