Instruction Framework Working Group

Report

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Introduction

A priority of the Libraries’ instruction program is to integrate information literacy as a component of a UNLV undergraduate degree. The Instruction Framework recommends a roadmap and tools for strategic development of the University Libraries’ instruction efforts.

There are a number of environmental considerations which prompt articulation of the Instruction Framework:

a) The University Library Strategic Plan 2009-2011 Goal 1 Directions 1 and 2 state:

   **Goal I: Lead the campus in ensuring that faculty and students have the skills and abilities necessary to find the best information possible.**

   **Directions:**
   1. Integrate the Libraries into campus educational initiatives, especially those emphasizing student success, universal learning outcomes, and curriculum improvement.
   2. Collaborate to educate faculty and others regarding ways to incorporate library collections and services into education experiences for students.

   Strategic planning for 2011-2013 is not yet complete but it is anticipated that this goal will remain a high priority for the Library.

b) Implementation of the Summon web-scale discovery system and replacement of the SFX link resolver will integrate multiple resources into one simple search interface reducing barriers to finding library resources for novice users, e.g. selecting appropriate databases, interface learning curves, getting from citation to full-text.

c) Fewer faculty, fewer degree programs and course enrollment increases due to budget reductions during the past two biennia.

d) Institutional performance measures are below desired levels, e.g. National Survey of Student Engagement (NSSE) results, retention and graduation rates.

e) 2010 NWCCU reaffirmation of UNLV accreditation recommended that administrative responsibility for student learning assessment be assigned within each school/college to ensure priority treatment of this key quality improvement strategy.

f) Adoption of University Undergraduate Learning Outcomes (UULOs) by the Faculty Senate on April 12, 2011.

Course-related instruction is currently the Libraries’ predominant mode of library instruction. The strengths of this approach include direct relationships between librarians and faculty and the direct relevance to students that library instruction can have for a specific course and assignment. During 2010 the UNLV Library reached 12,485 UNLV students in 548 sessions. However, course-related instruction has widely acknowledged limitations which interfere with sustainable curricular integration of information literacy learning outcomes. The Framework seeks to address the following challenges:

- Inconsistent instruction over undergraduate students’ progression to degree; some students have multiple library contacts at an introductory level while others get no contact until late in their degree program, or at all. Instruction data shows that the majority of instruction is provided to first year and graduate courses.
- Librarians can make no assumptions about student level of knowledge or accomplishment with information literacy learning outcomes or library resources for any session they are preparing to teach.
- Some teaching faculty have unrealistic expectations for what a library instruction session can cover.
- Students may perceive learning in a library instruction session as less important if it is seen as an add-on to their class.
- Responsibility for assessing student information literacy performance, e.g. non-content areas of the curriculum, is unclear.
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The charge to the Instruction Framework Working Group identified three instruction delivery modes, curriculum integration, course-related instruction, and library skills instruction. Upon further consideration, the Working Group would like to redefine curriculum integration as a programmatic goal achieved through organizational and individual partnerships which create a more fertile context for instruction using course-related and library skills delivery modes.

Curriculum integration of information literacy learning outcomes will be achieved through several complimentary actions including:

- partnership with departments as well as individual faculty to embed learning outcomes into curricula, courses, and assignments
- faculty development to support student achievement of selected UULOs (the UULO-Library Core)
- curriculum mapping to plan for and document curricular integration
- assessment of student learning conducted by faculty, perhaps using assessment criteria developed in partnership with librarians for the UULO-Library Core
- instruction to support learning outcomes that is provided by faculty, by librarians, online, etc.

Course-related instruction can further curriculum integration when:

- it occurs at strategic places in curricula to support developmental achievement of student learning outcomes
- its context is influenced by a partnership between teaching faculty and librarian
- it can be supplemented by additional resources to address skills that are either presumed to be prior knowledge and/or are requirements of an assignment

Library skills instruction can be provided:

- through face-to-face instruction (Reference Desk, drop-in workshops)
- online (LibGuides, tutorials, learning objects) for those seeking self-directed learning or reinforcement
- at time of need whether located independently, with assistance at service desks, links from course websites, etc.
- in response to self assessment of need and linked from course websites, etc.
- by referral (by faculty, librarian, syllabus) based upon assignment requirements

Overview of the Report Elements

The deliverable elements of the charge to the Instruction Framework Working Group are interdependent and the basis for future training, action, and program development. Each deliverable is summarized below; the complete text of deliverables I, II, and V follow. The texts for deliverable III and IV are being finalized and will be shared in August.

I) Shared Values Statement

The statement (Appendix I), which was developed through a participative process open to all library staff, articulates values which motivate liaison actions in the area of teaching, learning and curricular integration of the UULO-Library Core.

II) Learning Outcomes

The statement of learning outcomes, the “UULO-Library Core,” (Appendices II-IV) is based upon the University Undergraduate Learning Outcomes (UULOs) adopted by the Faculty Senate at its April 12, 2011 meeting. The UULOs articulate the transferrable, intellectual abilities fundamental to academic, personal and professional success in all disciplines as identified by the UNLV faculty through an iterative process (2008-2009). For the UULOs to live in the curriculum and in student experience they must be articulated at a meaningful level of
specificity in course syllabi, integrated into course assignments and activities, demonstrated in student work, be evaluated in feedback provided to students on their performance including course grades. By selecting the UULO-Library Core, the Library identifies the areas where it can contribute expertise to student learning. While we anticipate that the process for adoption of the UULOs will vary significantly across the university, with this statement of the UULO-Library Core, in combination with the Curriculum Mapping tools developed as part of this Framework, the Library is prepared to contribute.

III) Curriculum Mapping
An important strategy for the Libraries will be an analysis of department and program curricula to identify courses that represent strategic points for the introduction, reinforcement, and enhancement of the UULO-Library Core. These will not be the only courses for which the Libraries will provide instructional support. However, building this framework in partnership with faculty will provide students with multiple developmental opportunities to develop these key abilities.

IV) Professional Development
The Library plans for ongoing training and support to ensure achievement of the Libraries’ education mission.

V) Assessment
Assessment supports our stated value of continuous improvement. Assessment can be conducted to stimulate reflection on classroom teaching practice and designed to document the added value the Library brings to the University’s educational mission. The Framework recommends establishing an ongoing group to plan staff training and assessment activities.

**Role of the Liaison Librarian**

In addition to the areas identified in the Working Group charge, the role of and expectations for the Liaison Librarian requires clarification. The Liaison program has been important to the success of many library initiatives, ensuring ongoing and bi-directional communication between academic departments and the University Libraries. The Liaison program is crucial to the success of the Instruction Framework which has, as its goal, alignment of the University Libraries’ educational mission and practice with the University’s institutional goals. The Framework assumes that alignment will be achieved through engagement, as defined by Gibson and Dixon:

... ‘engagement’ transcends traditional ‘outreach’ or ‘public service’ because it creates a field of mutual energies and a collaboratively developed vision around common purposes. 

The Framework provides structures and tools for Liaison Librarians and other staff to use in planning further interactions and engagement with academic departments on issues of curriculum and student learning.

Liaison Librarians currently have responsibilities in three interrelated areas: collection development and management; reference and research consultation; and instruction. Responsibilities in these three broad areas are described in the *Expectations for Liaisons (revised January 2010)* in the broad task areas of Communication, Marketing, Assessment, Academic Faculty Development and Professional Development. To achieve the goals of the Instruction Framework, the instruction-related component of the Liaison role will build upon these abilities to engage academic departments for the purpose of curricular integration of information literacy.

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The Liaison Librarian is the Libraries’ lead contact and catalyst for developmental integration of the UULO-Library Core into courses and curricula by academic departments. The UULO-Library Core can be adopted or adapted as appropriate to the needs of various disciplines. The Liaison Librarian, in consultation with academic faculty and with support from the Library Instruction Program, is best situated to review, adapt or adopt the UULO-Library Core and subsequently map the learning outcomes to curricula, courses and programs. The process for integrating the UULOs into course design, teaching and assessment will vary among the different colleges, schools and departments. Liaisons have a number of strategies for fostering that integration, pursued in consultation with academic faculty (e.g. department chair, curriculum committee, course coordinators) including:

1. Reviewing the UULO-Library Core for integration with disciplinary teaching and research practices.
2. Mapping the UULO-Library Core to courses in the degree program and their level of attainment (beginning, middle, end) to strategically target courses for library instruction.
3. Collaborating with faculty to redesign assignments/courses to integrate UULO-Library Core outcomes.
4. Designing and delivering instruction in appropriate modes, e.g. face-to-face, online a/synchronous, online learning objects, etc.
5. Conducting classroom assessment of student learning in order to improve student comprehension and revise instruction.
6. Contributing to the articulation of assessment criteria for faculty to use when grading the UULO-Library Core as performed in course assignments.
7. Engaging in professional development – self-directed and library-sponsored – to address their ability to perform these tasks.
8. Participate in and contribute to professional development of peers and academic faculty. This may be accomplished by direct partnerships with faculty or by identifying faculty and/or courses to be included in future institutes or other departmental partnership efforts.
I. Shared Values Statement

- Draft a statement articulating the shared values, or philosophy, which inform the practice of teaching and learning in the Libraries and which articulates the role and responsibility of library liaisons for integration of campus learning outcomes related to information literacy.

The Instruction Framework Working Group employed a brainstorming process to elicit responses to this prompt:

What do we value in relation to teaching and learning?

Responses were then categorized and prioritized by members of the working group and a summary statement developed. The revised statement was shared with liaisons and other library staff involved with teaching and feedback elicited at a meeting held on October 14, 2010. An abbreviated statement is below, and the complete statement is provided in Appendix I at the end of this report.

We value information literacy and critical thinking as life-long, transferrable skills important to UNLV students’ current and future academic, personal, and professional success. The Libraries, as a partner in the University’s educational mission, provides direct support for learning outcomes related to information literacy and critical thinking by responding to diverse learning styles, collaborating to achieve curricular integration, and employing professional development and assessment to support continuous improvement of our instruction practice and institutional impact.

II. Learning Outcomes

- Articulate the learning outcomes which the Library’s instruction program will address. These outcomes must be cognizant of ongoing institutional general education reform processes and address levels of outcome attainment at the beginning, middle and end of progress toward degree.

The University Undergraduate Learning Outcomes (UULOs) were adopted by the UNLV Faculty Senate on April 12, 2011. These outcomes identify the knowledge, skills and abilities that UNLV students will master through completion of their undergraduate degree. These outcomes are deemed critical to student academic and professional success as well as engaged citizenship. The UULOs were created through an iterative process which began with a campus-wide general education retreat in 2008 and engaged academic, administrative and library faculty from across the university.

The Library has identified the following subset from the UULOs, hereinafter referred to as the UULO-Library Core, as areas where we possess expertise that can significantly contribute to student learning, while recognizing that as an academic unit without curriculum the Libraries cannot be primarily responsible for student achievement of these learning outcomes. The Library contributes to student learning through collaborations with academic faculty and departments in areas such as assignment (re)design, designing assignment evaluation criteria, faculty development, classroom instruction, the creation of online learning objects, research consultations and one-on-one instruction. The Library will use these learning outcomes to describe its contributions to the institution’s educational mission. Identifying these outcomes as core to the instructional mission of the University Library does not preclude contribution to the achievement of other learning outcomes by librarians or library staff. The UULO-Library Core is intended to be descriptive and inclusive, not prescriptive or exclusive, providing a shared language for conversations about student learning. The UULO-Library Core will be given priority in the Library’s instructional program.

UULOs identified as priorities for the University Libraries Instruction programs (UULO-Library Core)
Outcome 1: Intellectual Breadth & Life-Long Learning
Students should be able to understand and integrate basic principles of the natural sciences, social sciences, humanities and fine arts, and health sciences, and develop skills and desire for life-long learning. Competence in this outcome is defined by the following objectives:

5. Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one’s own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.

Outcome 2: Inquiry & Critical Thinking
Students should be able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems. Competence in this outcome is defined by the following objectives:

1. Identify problems, articulate questions or hypotheses, and determine the need for information.
2. Access and collect the needed information from appropriate primary and secondary sources.
3. Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.
4. Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.
5. Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.
6. Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.

Outcome 3: Communication
Students should be able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one’s field or profession. Competence in this outcome is defined by the following objectives

1. Demonstrate general academic literacy, including how to respond to needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.
6. Apply the up-to-date technologies commonly used to research and communicate within one’s field

Outcome 5: Citizenship and Ethics
Students should be able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives. Competence in this outcome is defined by the following objectives

1. Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives
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Rather than identify learning outcomes from scratch, a small group used the Information Literacy Competency Standards for Higher Education (hereafter referred to as the ACRL Standards) as a professional statement of student learning goals. The Working Group aligned the ACRL Standards to the UULOs resulting in a selective list. Of the five outcomes and 30 performance indicators identified in the UULO document, the Libraries prioritize the ten objectives specified below as the UULO-Library Core.

The Working Group then mapped the ACRL Standard outcome statements (the most specific, behavioral elements of the Standard) to the prioritized UULO objectives as descriptions of developmental levels of performance. The resulting descriptive document (Appendix II) provides a foundation from which the Libraries can perform curriculum mapping as well as create a context for describing impact on student learning. Student learning is one of several components that will be used to assess the Libraries’ instruction program and describe the value which the Libraries contribute to the University’s mission of education, research and service. Two additional documents are provided as cross-references: the first provides the text of the ACRL Standards with notations of linked UULO objectives (Appendix III) and a numeric chart ‘crosswalk’ quickly demonstrating where each ACRL outcome falls in relation to the UULOs (Appendix IV).

Rationale:
Several ACRL outcomes are mapped to multiple UULO indicators. There are several reasons that led to an ACRL outcome being aligned with more than one UULO performance indicator.

1. The language of the UULO performance indicators is quite broad and often inclusive of multiple aspects of learning which are described using multiple ACRL outcomes.
2. The ACRL outcome may be interpreted differently based upon the disciplinary and developmental context of the learning.
3. ACRL outcomes that have similar meanings are consistently described using the same UULO performance indicators. See particularly: ACRL 2.2.b and 3.7.b; 2.4.a and 3.7.c; 4.1.b and 4.2.b
4. While an ACRL outcome may be aligned to multiple UULO indicators, it has been consistently applied at beginning, middle, or end developmental level.

There are six ACRL outcomes which have not been aligned with any UULO performance indicators. This is no reflection on their importance for student learning. Rather the subgroup determined that it would be difficult for the Libraries to observe or document student learning in these areas.

III. Curriculum Map

- Create a strategic curriculum map, or similar document, which identifies connection points between the learning outcomes at beginning, middle and end with the Libraries instructional program components (curriculum integrated, course related, and library skills instruction) and UNLV curriculum components.

In the last 3 years, 79% of the Libraries’ face-to-face instruction has been done for undergraduate courses, and 21% for graduate courses. Of our undergraduate instructional effort, 67% is expended on courses at the beginning of the undergraduate curriculum (100 level), 15% for courses in the middle (200 and 300 level), and 18% in courses at the end. While we believe the beginning level to be important in introducing the selected UULO-Library core to students, it is clear from these numbers that courses in the middle and end of an undergraduate’s experience (namely, those in the academic programs) will need to be targeted in the future in order for student learning to be reinforced and enhanced throughout their academic programs. Note, however,

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2 The volunteer subgroup included members of the Instruction Framework Working Group (Jennifer Fabbi, Anne Zald) and was supplemented by volunteers who responded to an open invitation to participate (Steven Hoover, Tom Ipri, Paula McMillen).
that face-to-face library instruction is not a requirement for learning outcomes to be integrated into the student experience.

In this section, the curriculum mapping sub-group (Jennifer Fabbi, Steven Hoover, Cheryl Taranto, Greg Voelker, and Anne Zald) articulate a vision for the use of curriculum mapping at the UNLV Libraries, summarize the results of a listserv query and brief literature review on curriculum mapping, propose a strategic curriculum map for integrating the Library-UULO Core into selected general education courses, and provide samples and tools for mapping the Library-UULO Core at the introduction, reinforcement, and enhancement levels across academic degree programs.

A Vision for the Use of Curriculum Mapping, from Ideal to Real

Curriculum mapping is an approach that is often used to strategically identify courses where student learning outcomes (e.g. information literacy) are or can be integrated into the curriculum. In planning this way, learning experiences are more likely to build upon one another over time. The use of curriculum mapping will ultimately benefit the UNLV Libraries’ role in student learning through a clear articulation of impact, a proactive approach, and accountability.

In the shorter-term, the vision for using curriculum mapping at the UNLV Libraries is for liaison librarians to:

- document and establish a baseline of current patterns of IL curricular integration in general education and their disciplinary program areas
- consider and analyze alternative scenarios for potential curricular integration in general education and their program areas
- utilizing that analysis, make strategic choices when targeting departmental and general education courses for curricular integration
- utilize an adaptable common format for sharing their practices with one another

A longer-term vision of curriculum mapping is for liaisons to:

- utilize an adaptable common format for planning course-integrated instruction
- document and analyze how they assess student learning
- document the libraries’ increasing impact on student learning

Additional institutional benefits/offshoots of using curriculum mapping could include:

- capturing organizational knowledge
- dissemination of best practices on campus and nationally
- creation of digital tools for capturing and reporting this information
- leadership/participation in a national research project (potentially grant-funded) examining this information across institutions

Curriculum Mapping Practice in Academic Libraries – Summary of Listserv Query Responses

The Curriculum Mapping Subgroup of the Instruction Framework Working Group sent the following query to several listservs to gather information about current practice in academic libraries.

At the University of Nevada, Las Vegas, we are investigating the use of curriculum mapping, which is often used to strategically identify courses where student learning outcomes (e.g. information literacy) can be
If you use curriculum mapping:

1. What do you use the curriculum mapping for?
2. Who does the curriculum mapping?
3. Is curriculum mapping done for all academic programs? For general education?
4. Do you have a specific format that you use for curriculum mapping?
5. Are there specific ways that buy-in to curriculum mapping has been created amongst library staff?

Thank you in advance for your reply by July 11. Responses will be collected and re-posted to the list!

On June 14-16 inquiries were sent to:
- ILI-L (members of the Instruction Section, ACRL)
- EBSS-L (members of the Education & Behavioral Sciences Section, ACRL)
- assessmentalumni@ala.org
- intentteachalumni@ala.org
- iilalumni@ala.org

These lists reach alumni of ACRL Immersion programs

Eight substantive responses were received about practice and resources along with several expressions of interest in hearing the results of our query. Complete responses are provided in Appendix VII. Sample worksheets are often available on websites or in documents cited.

1) Kate Peterson, University of Minnesota

University of Minnesota shared a couple examples – CM is being used by the library to conduct environmental scan on a department by department basis as part of a larger strategic planning effort for the instruction program.

https://wiki.lib.umn.edu/AP/InformationLiteracyEnvironmentalScanPhaseII

The UMn Writing Center has a process to support departmental integration of writing in curricula. As briefly summarized on their website (http://www.wec.umn.edu/test/test/index.html) :

In their Writing Plans, faculty members within undergraduate academic units define and characterize writing in their discipline, name the writing abilities with which they would like students to become proficient, map these abilities into undergraduate curricula, and plan for relevant writing assessment and instructional support.

2) Cynthia Lynne Harrison, Norfolk State University

Norfolk State University is utilizing CM as part of a campus wide accreditation Quality Enhancement Plan (QEP) that focuses on critical thinking entitled REASON (Reflect, Evaluate, Argue, Solve, Obtain, Network). Lynne Harrison serves on the General Education Council which is doing some of this work. Lynne is also, “adding the IL mapping to my evaluations of current syllabi in the General Education curriculum.” Ms. Harrison shared my message with the university assessment officer who shared the 50 page “manual” developed to support campus faculty development efforts related to the REASON QEP (Matvee 2011). The library’s involvement seems to be primarily through Ms Harrison’s participation in various committees and “Communities of Inquiry” related to the QEP.

2a) Librarians in partnership with academic faculty at Oxford College of Emory University (2-year, liberal arts curriculum) presented on curriculum mapping at the 2011 ACRL conference. In addition to their
Ms Harrison shared their presentation materials (powerpoint slides and handout). The challenge they sought to address using collaborative curriculum mapping was to shift information literacy effort and impact from the course to the program level.

The findings that have surprised us the most are not the actual data from the curriculum mapping worksheets, but the individual conversations we are having with faculty members about the role of information literacy in Oxford’s liberal arts-intensive curriculum. We are able to share information with the faculty about the instruction that students receive and projects students complete in other classes and divisions... As the curriculum mapping meetings continue, so will the understanding between librarians and faculty as we realize that we are all working toward the same goals for student learning.

In the conclusion of their conference paper the authors state:

The overarching mission of a curriculum mapping project should be to achieve an understanding of shared goals, clarify how those goals fit within an educational program, and generate collaborative ideas for how to accomplish those goals. Now more than ever, faculty and librarians should be working together at the programmatic level to close the assessment loop and strive for continuous improvement in our teaching and in students’ learning.

3) Megan Oakleaf, iSchool, Syracuse University
Shared from her work as academic librarian at NCSU where it was done for general education and academic curricula as well as for work with Student Affairs and provided tool for analysis in several contexts:

We've used it to get a handle on integration of IL in a disciplinary curriculum (actually it works with student affairs too). We used it to plan teaching (where to hit what outcomes) in advance. We used it document where we were currently teaching and where we weren't. We used it to figure out if we were always teaching the same skills and never getting to others. We used it (when we coded I=introduce, R=reinforce, M=master) to look at depth or level of instruction or related assignments. The more interesting uses were planning on the flip side of instruction though...looking at where we were going to do our learning assessments...again so we weren't duplicating endlessly or never assessing a given outcome. We used it for accreditation. Etc. Etc.

... it's easy and gives you so much more information about what you're doing and can do...great return on investment of time, energy, etc. The visual you end up with answers so many questions for the librarian and can be used really effectively when communicating with disciplinary faculty, department heads, accreditors, etc. etc.

Dr. Oakleaf also includes curriculum mapping in assignments for iSchool graduate students.

4) Leslin Charles, Berkeley College
Drawing on the Information Literacy Progression Standards by the New Jersey Virtual Academic Library Environment (VALE - http://www.valenj.org/committees/shared-information-literacy), Berkeley College is using Curriculum Mapping to formalize progressive integration of information literacy skills. The Associate Provost charged a group of librarians and faculty to integrate IL throughout the curriculum using forms provided by the office of Institutional Research. An information literacy steering committee comprised of librarians mentors the library liaisons in each school.

5) Meghan Sitar, University of Texas, ACRL-IS Management and Leadership Committee
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Identified a section (III, B.) of the committee’s document, Analyzing Your Instructional Environment: A Workbook, that contained suggested notations, example maps, and templates based on the ACRL Information Literacy Competency Standards for Higher Education. This template seems to have been the basis for the maps created by the librarians of Wartburg College for their information literacy program. A link to the document can be found in the Literature Review.

6) Kimberly Babcock Mashek, Wartburg College
Provided links to sample curriculum maps, and a website describing the college’s information literacy program. The maps and documents contained in the site describe the library’s efforts with regard to a set of 5 courses that are part of a core undergraduate curriculum (Wartburg Plan of Essential Education), but none of the documents have been updated since 2005. The links are included in the Literature Review.

7) Jennifer Cyr, Seneca College of Applied Arts and Technology
Described the goals of a mapping project that included four degree programs. After targeting courses that were shared requirements for multiple degree programs, the librarians identified course outcomes related to information literacy and research skills and described assessment methods. In addition, a separate form was created to document the content of individual instruction sessions for the courses. All of this information was shared internally via a Libguide.

8) Tammy Salman, City University of Seattle
Described the university’s central curriculum planning process which involves alignment of course content to institutional learning goals. Librarians were part of the alignment process. The library created “maps” for each department which attempt to document connections between course activities/assessments and competencies related to information literacy. The maps have been used to different degrees by different liaisons and departments.

Literature Review


National Institute for Learning Outcomes Assessment
http://www.learningoutcomeassessment.org/Mapping.htm
Curriculum Mapping resources linked to “Toolkit” section of the website – see particularly links to Wartburg College, University of West Florida, University of Hawaii at Manoa, and University of Windsor

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Wartburg College

Instructions and Templates for Mapping Academic Programs
In creating and working with curriculum mapping templates, the following principles are in place:

- Beginning = Introduce (I) Middle = Reinforce (R) End = Enhance (E)
- While Introduce, Reinforce, and Enhance refer broadly to a student’s development throughout the curriculum over time, it is possible to show progression within one course by introducing, reinforcing, and enhancing a concept throughout the course of a semester.
- The forms are meant to serve for both documenting current practice and planning for the future.
- It is expected that in the planning phase, the maps will be completed in stages and not all at one sitting.
- A variety of forms have been provided so that one can start with whichever form he/she is most comfortable with, and not all forms are necessary.
- The notes and “why this course” sections are meant to document the evolution of collaboration with a course both for yourself and for the organization.
- Professional development on the use of the forms will be provided.

When selecting which courses you might choose to strategically target for integration of the Library-UULO Core, the following questions might be considered:

1. What courses are prerequisites?
2. What courses do all students in a degree program have to take?
3. What courses would be excluded from mapping (e.g. independent study, etc)?
4. Are there special student characteristics to keep in mind (e.g. large number of transfers, international students, a high need for remediation)?

Finally, examples of forms are provided in Appendix V. The purpose of the examples is to show how one might document a collaboration that is already in place and has been created through negotiation with the teaching faculty member. Blank templates and instructions for using the templates can be found in Appendix VI.

Proposed Strategic Curriculum Map for General Education Courses at UNLV
Twenty-four courses in the general education curriculum have been selected for potential integration of the UULO-Library Core at the introductory level. These courses meet one or more of the following criteria:

- The courses are in the core, meaning all students must take them.
- The courses are large enrollment, meaning a large number of students will take them.
- The courses are significantly hospitable to the selected UULOs.

The selected courses are:

ENG 102 (Composition II)
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ENG 231/232 (World Literature)

BUS 103, EPY 101, GUA 100, HON 105, IDS 100, SCI 101 (all first year experience courses)

HIS 100, HIS 101, HIS 102, PUA, PSC 101 (all Constitutions requirements)

COM 101, WMST 113, MUS 125, ART 160, MUS 121 (from Humanities/Fine Arts Distribution area)

PHIL 102 (reaches all students in Life and Physical Sciences/Analytical Thinking Distribution area)

PSY 101, SOC 101, ANTH 101 (from Social Sciences Distribution area)

EDU 280 (Multicultural requirement, along with WMST 113)

Of these twenty-four courses, the Libraries are currently integrated into thirteen of them in some noteworthy capacity. Current practice in nine of those courses has been mapped to the selected UULOs and can be found in Appendix VI.

It is recommended that we further document current practice. In addition, the prioritization of targeted courses should be based on the potential for working with faculty coordinating or teaching the course to integrate selected outcomes in the UULO-Library Core through assignment design (as opposed to face-to-face instruction) until the Libraries’ capacity for increased face-to-face instruction is assessed.

IV. Faculty Development Plan

- Create a library faculty development plan to ensure ongoing training and support for achievement of the Libraries’ education mission

A subgroup3 was formed which discussed options for professional development and gathered input from liaisons about their preferences. The Professional Development Plan objective is to facilitate continuous improvement in our individual and shared instructional practice. There are both individual and organizational components to this plan, e.g. training to achieve organizational objectives, establishing annual individual professional development goals to further self-directed growth, and sharing successes and challenges among liaisons and instruction staff as models for best practice.

Other sections of the Instruction Framework Report identify learning outcomes and curriculum mapping models that need to be elaborated for the various academic departments and programs. To support liaisons through the process of elaboration, and to leverage their shared expertise, the Framework recommends both initial training topics and a structure for ongoing individual professional development and training.

Initial topics for professional development/training are related to the other deliverables of this report and will include techniques and strategies for curriculum mapping, negotiating with faculty, assignment (re)design, and classroom assessment techniques. These training efforts will include follow up to support application through individual consultations among peers, with the Instruction Design Librarian, and the Teaching Circle. The structures and processes identified below will also be employed to support and sustain liaisons in their progress.

3 Priscilla Finley, Steven Hoover, JD Kotula, Kate Wintrol and Anne Zald
The subgroup recommends the formation of an IPDC for Instruction Professional Development Committee comprised of the head of instruction and two volunteers from the liaison group.

At the beginning of each year, the IPDC provides sets of sample goals and actions for liaisons. If there is content that they wish to require liaisons to develop expertise in, they articulate this and offer either specific goals or model goals for liaisons to adapt. Liaisons are also encouraged to set one/some individual goal/s (off the menu) that they want to pursue.

To take a developmental approach, suggested actions to work toward required/recommended goals might be set up to accommodate different levels of knowledge or experience.

For example, if the IPDC wants liaisons to make learning more about classroom assessment techniques a goal for 2011, they might offer these options:

Goal: Learn more about classroom assessment techniques

Action: Choose one of the following, or propose your own

a. Get familiar with 3 widely adopted modes of classroom assessment
   or
b. Try a new technique
   or
c. Collect data over multiple class sections
   or
d. Train interested colleagues on how to use an assessment technique

If IPDC requires/recommends a goal, they should also organize formal activities to support those specific goals. IPDC could also suggest group learning opportunities that might be created when liaisons are working on their individual goals (like two liaisons pursuing option D in the example above, or all instructors of Eng 102 participating in an assessment experiment).

IPDC will also facilitate finding venues for liaisons who wish to share what they have learned or are working on, including but not limited to libguides, liaison meeting sessions, teaching circle topics, and other modes as needed.

So on the individual liaison level, it looks like this:

1) Every liaison decides on their individual goals related to teaching. These may be required by the IPDC, be selected from a list provided by IPDC, or suggested by the liaison or supervisor.

2) These goals are emailed to them before each academic term begins and they note what they’re doing to achieve them, listing training activities they participated in or experiments or reading they did. If it makes sense to adjust goals or change proposed actions, liaisons make the update and email it back to the IPDC.

3) At end of year, supervisor can consult IFPC if desired if s/he wants input on effectiveness of liaison's IPD efforts.
Instruction Framework Working Group – Report

V. Assessment Strategy

- Propose a strategy for assessing student learning in the various component elements of the Libraries’ instruction program.

To build capacity for both individual practice and program processes related to assessing student learning, the recommended strategy is to begin by focusing on professional development/training for Liaison Librarians and other instruction staff. Classroom assessment techniques will be an initial training focus since they reinforce individual liaisons’ application of the UULO-Library Core to course-related instruction. Simultaneous to this classroom emphasis will be organized support for outreach to faculty on topics such as curriculum mapping, and gathering a baseline of impact information on UULO integration into assignments, courses, and curricula. Our work with faculty is critical for curricular integration of the UULO-Library Core. Gathering information about liaison outreach activities will keep attention on the programmatic elements of the Instruction Framework.

Elements for programmatic assessment:

- Through Liaisons, identify academic departments which are addressing integration of UULOs and/or curriculum mapping
- Through Liaisons, identify strategies being used by academic departments to integrate UULOs
- Collect syllabi and assignments for content analysis to determine integration of UULO-Library Core
- Monitor application of training offered to liaisons on topics such as curriculum mapping, classroom assessment techniques, etc.
- Instruction Design Librarian will report number of courses consulted upon, broad topics addressed in consultations, number of liaisons/staff he has met with

Training and developmental practice with classroom assessment will inform conversations and future planning in the following areas:

- What information can we gather about student learning in library classrooms and/or contexts?
- How can that information be used to improve student learning? On the fly? The next time assignment/activity is repeated?
- What impact does librarian-faculty partnership have on course assignments? Syllabi?
- What impact does library-department partnership have on program design/delivery?
- What is meaningful and manageable to report about student learning in library classrooms/contexts?

We recommend establishment of an ongoing group to plan for student learning assessment.
APPENDIX I: Shared Values, Expanded Statement

We value information literacy and critical thinking as life-long, transferrable skills important to UNLV students’ current and future academic, personal, and professional success. The Libraries, as a partner in the University’s educational mission, provides direct support for learning outcomes related to information literacy and critical thinking.

Responding to Diverse Learning Styles

We value a student-centered, active learning approach to teaching that responds to the varied learning styles of a diverse student population. We interact with students in multiple learning environments (face-to-face and online, inside and outside the libraries) and design our encounters to be inclusive of students with broad ranges of abilities and life experiences.

Collaboration for Curricular Integration

We value collaboration with faculty and other academic community members with the goal of understanding their needs and integrating information literacy into curricula and co-curricular experiences. Liaison Librarians situate their efforts in a context of strategic institutional collaborations focused upon student learning and success, recognizing that there is a continuum of developmental skills with which we expect increasing facility and sophistication from first year to graduate student. We affirm that learning from teaching faculty, undergraduate and graduate students and at every opportunity is essential to our growth and our ability to respond effectively to program and university needs.

Professional Development

We value growth and training for library and academic faculty related to teaching repertoire, assignment and course design, and assessment through formal and informal means. Teaching librarians and staff maintain familiarity with the latest literature and practice continuous improvement by becoming cognizant of their teaching strengths and developing new approaches to accommodate the strengths of a variety of learners. Liaison Librarians actively investigate and share advances and cultural norms in the programs with which they collaborate.

Assessment

We value assessment of library education programs and partnerships in order to document the Libraries’ contribution to institutional goals. Assessment of student learning of information literacy and critical thinking outcomes is critical to provide feedback to the Libraries, to academic departments and to co-curricular program partners. Continuous improvement in teaching practice is also shaped by feedback gathered through assessment. Various modes of assessment are deployed as appropriate and multiple measures are encouraged where feasible.
# APPENDIX II
UULO-Library Core with ACRL Outcomes as description of Beginning, Middle and End

# APPENDIX III
ACRL Standard with UULO-Library Core Notations

# APPENDIX IV
ACRL to UULO Crosswalk

# APPENDIX V
Curriculum Mapping Examples
- a) General Education
- b) Music: Overall
- c) Music: Why This Course?
- d) Music 201
- e) Music 303
- f) Music 341

# APPENDIX VI
Curriculum Mapping Templates (blank)

# APPENDIX VII
Listserv Query Responses

Appendix II – VI Separate documents
### UULO Two: Inquiry and Critical Thinking

Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

**Objective One: Identify problems, articulate questions or hypotheses, and determine the need for information.**

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<tbody>
<tr>
<td>Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need. (1.1.A.)</td>
<td>Develops a thesis statement and formulates questions based on the information need. (1.1.B.)</td>
<td>Reviews the initial information need to clarify, revise, or refine the question. (1.4.A.)</td>
</tr>
<tr>
<td>Identifies key concepts and terms that describe the information need. (1.1.E.)</td>
<td>Defines or modifies the information need to achieve a manageable focus. (1.1.D.)</td>
<td>Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information. (1.1.F.)</td>
</tr>
<tr>
<td>Explores general information sources to increase familiarity with the topic. (1.1.C.)</td>
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</table>
UULO Two: Inquiry and Critical Thinking – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

Objective Two: Access and collect the needed information from appropriate primary and secondary sources

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<tr>
<td>Identifies keywords, synonyms and related terms for the information needed. (2.2.B.)</td>
<td>Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, field work). (2.1.A.)</td>
<td>Identifies gaps in the information retrieved and determines if the search strategy should be revised. (2.4.B.) / Reviews search strategy and incorporates additional concepts as necessary. (3.7.B.)</td>
</tr>
<tr>
<td>Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline. (1.2.E.)</td>
<td>Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system. (2.1.D.)</td>
<td>Repeats the search using the revised strategy as necessary. (2.4.C.)</td>
</tr>
<tr>
<td>Constructs a search strategy using appropriate commands for the information retrieval system selected. (2.2.D.)</td>
<td>Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, ..., community resources, experts and practitioners). (2.3.C.) / Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound.) (1.3.A.)</td>
<td>Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized. (2.4.A) / Reviews information retrieval sources used and expands to include others as needed. (3.7.C.)</td>
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</table>
**UULO One: Intellectual Breadth and Life-Long Learning** - Students should be able to understand and integrate basic principles of the natural science, social sciences, humanities and fine arts, and health sciences, and develop skills and desire for life-long learning.

**Objective Five:** Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one's own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.

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<tr>
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<td>(Beginning +)</td>
<td>(Beginning/Middle +)</td>
<td>Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance. (4.1.B.) Reflects on past successes, failures, and alternative strategies. (4.2.B.)</td>
</tr>
<tr>
<td>Describes criteria used to make information decisions and choices. (1.4.B.)</td>
<td>Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book). (1.2.C.)</td>
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<tr>
<td>Develops a research plan appropriate to the investigative method. (2.2.A.)</td>
<td>Investigates the scope, content, and organization of information retrieval systems. (2.1.C.)</td>
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<tr>
<td>Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process. (4.2.A.)</td>
<td>Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information. (2.3.D.)</td>
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<tr>
<td>Uses various classifications schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration. (2.3.B.)</td>
<td>Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs). (3.6.C.)</td>
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### Instruction Framework Working Group Report – Appendix II

**UULOs with ACRL Outcomes Describing Beginning, Middle and End levels of Student Performance**

**UULO Two: Inquiry and Critical Thinking** – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

**Objective Three: Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.**

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<tbody>
<tr>
<td>Selects information that provides evidence for the topic. (3.4.G.)</td>
<td>Recognize prejudice, deception, or manipulation. (3.2.C.)</td>
<td>Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources. (3.4.B.)</td>
</tr>
<tr>
<td>Draws conclusions based upon information gathered. (3.4.C.)</td>
<td>Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information. (3.2.D.)</td>
<td>Analyzes the structure and logic of supporting arguments or methods. (3.2.B.)</td>
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<td></td>
<td>Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. (3.2.A.)</td>
<td>Realizes that information may need to be constructed with raw data from primary sources. (1.2.F.)</td>
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<tr>
<td></td>
<td>Investigates benefits and applicability of various investigative methods. (2.1.B.)</td>
<td>Tests theories with disciplines-appropriate techniques (e.g., simulators, experiments). (3.4.D.)</td>
</tr>
</tbody>
</table>
**UULO Two: Inquiry and Critical Thinking** – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

**Objective Four: Recognize complexity of problems and identify difference perspectives from which problems and questions can be viewed.**

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<tr>
<td>Recognizes that knowledge can be organized into disciplines that influence the way information is accessed. (1.2.B.)</td>
<td>Investigates differing viewpoints encountered in the literature. (3.5.A.)</td>
<td>Determines whether to incorporate or reject viewpoints encountered. (3.5.B.)</td>
</tr>
<tr>
<td>Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical). (1.2.D.)</td>
<td>Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information. (3.2.D.)</td>
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</tr>
<tr>
<td>Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline. (1.2.E.)</td>
<td>Recognize prejudice, deception, or manipulation. (3.2.C.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. (3.2.A.)</td>
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</table>
**Instruction Framework Working Group Report – Appendix II**  
**UULOs with ACRL Outcomes Describing Beginning, Middle and End levels of Student Performance**

**UULO Two: Inquiry and Critical Thinking** – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.  
**Objective Five:** Evaluate and report on conclusions, including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.

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<tbody>
<tr>
<td>Draws conclusions based upon information gathered. (3.4.C.)</td>
<td>Determines whether information satisfies the research or other information need. (3.4.A.) / Determines if original information need has been satisfied or if additional information is needed. (3.7.A.)</td>
<td>Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information. (3.3.B.)</td>
</tr>
<tr>
<td>Selects information that provides evidence for the topic. (3.4.G.)</td>
<td>Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions. (3.4.E.)</td>
<td>Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance. (4.1.B.) / Reflects on past successes, failures, and alternative strategies. (4.2.B.)</td>
</tr>
<tr>
<td>Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience. (4.3.A.)</td>
<td>Organizes the content in a manner that supports the purposes and format of the product or performance (e.g., outlines, drafts, storyboards). (4.1.A.)</td>
<td>Analyzes the structure and logic of supporting arguments or methods. (3.2.B.)</td>
</tr>
<tr>
<td>Communicates clearly and with a style that supports the purposes of the intended audience. (4.3.D.)</td>
<td>Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance. (4.1.C.)</td>
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**Instruction Framework Working Group Report – Appendix II**

**UULOs with ACRL Outcomes Describing Beginning, Middle and End levels of Student Performance**

**UULO Two: Inquiry and Critical Thinking** – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

**Objective Six: Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.**

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<tr>
<td>Selects information that provides evidence for the topic. (3.4.G.)</td>
<td>Integrates new information with previous knowledge. (3.4.F.)</td>
<td>Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence. (3.3.A.)</td>
</tr>
<tr>
<td>Draws conclusions based upon information gathered. (3.4.C.)</td>
<td>Determines whether information satisfies the research or other information need. (3.4.A.) / Determines if original information need has been satisfied or if additional information is needed. (3.7.A.)</td>
<td>Determines whether to incorporate or reject viewpoints encountered. (3.5.B.)</td>
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</table>
|               | Analyzes the structure and logic of supporting arguments or methods. (3.2.B.) | }
**UULO Three: Communication** - Students should be able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one’s field or profession.

**Objective One:** Demonstrate general academic literacy, including how to respond to needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.

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<tr>
<td>Communicates clearly and with a style that supports the purposes of the intended audience. (4.3.D.)</td>
<td>Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards). (4.1.A.)</td>
<td>Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance. (4.1.B.)</td>
</tr>
<tr>
<td>Identifies and discusses issues related to free vs. fee-based access to information. (5.1.B.)</td>
<td>Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance. (4.1.C.)</td>
<td>Knows how information is formally and informally produced, organized, and disseminated. (1.2.A.)</td>
</tr>
<tr>
<td>Reads the text and selects main ideas. (3.1.A.)</td>
<td>Restates textual concepts in his/her own words and selects data accurately. (3.1.B.)</td>
<td>Reflects on past successes, failures, and alternative strategies. (4.2.B.)</td>
</tr>
<tr>
<td>Records all pertinent citation information for future reference. (2.5.D.)</td>
<td>Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources. (2.5.C.)</td>
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### Instruction Framework Working Group Report – Appendix II

#### UULOs with ACRL Outcomes Describing Beginning, Middle and End levels of Student Performance

**UULO Three: Communication Outcome** - Communicate effectively in written, spoken, visual, and digital modes of information and produce reasoned arguments and explanations.

**Objective Six: Apply the up-to-date technologies commonly used to research and communicate within one’s field.**

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<tr>
<td>Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms). (3.6.B.)</td>
<td>Selects among various technologies the most appropriate one for the task of extracting the needed information. (2.5.A.)</td>
<td>Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena. (3.3.C.) Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized. (2.4.A.) / Reviews information retrieval sources used and expands to include others as needed. (3.7.C.)</td>
</tr>
<tr>
<td>Constructs a search strategy using appropriate commands for the information retrieval system selected. (2.2.D.)</td>
<td>Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system. (2.1.D.)</td>
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</tr>
<tr>
<td>Uses various search systems to retrieve information in a variety of formats. (2.3.A.)</td>
<td>Selects controlled vocabulary specific to the discipline or information retrieval source. (2.2.C.)</td>
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</tr>
<tr>
<td>Uses a range of information technology applications in creating the product or performance. (4.3.B.)</td>
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</tr>
<tr>
<td>Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters. (2.2.E.)</td>
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<tr>
<td>Uses various technologies to manage the information selected and organized. (2.5.E.)</td>
<td>Implements the search strategy using</td>
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investigative protocols appropriate to the discipline. (2.2.F.)

Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context. (4.1.D.)
### UULO Five: Citizenship and Ethics Outcome
- Participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in one’s personal and professional life.

### Objective Six: Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.

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<tr>
<td>Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own. (5.2.F.)</td>
<td>Demonstrates an understanding of institutional policies related to human subjects research. (5.2.G.)</td>
<td>Determines whether to incorporate or reject viewpoint encountered. (3.5.B.)</td>
</tr>
<tr>
<td>Selects an appropriate documentation style and uses it consistently to cite sources. (5.3.A.)</td>
<td>Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material. (5.1.D.)</td>
<td>Identifies and discusses issues related to privacy and security in both the print and electronic environments. (5.1.A.)</td>
</tr>
<tr>
<td>Uses approved passwords and other forms of ID for access to information resources. (5.2.B.)</td>
<td>Legally obtains, stores, and disseminates text, data, images, or sounds. (5.2.E.)</td>
<td>Identifies and discusses issues related to censorship and freedom of speech. (5.1.C.)</td>
</tr>
<tr>
<td>Records all pertinent citation information for future reference. (2.5.D.)</td>
<td>Participates in electronic discussions following accepted practices (e.g. &quot;Netiquette&quot;). (5.2.A.)</td>
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</tr>
<tr>
<td>Identifies and discusses issues related to free vs. fee-based access to information. (5.1.B.)</td>
<td>Complies with institutional policies on access to information resources. (5.2.C.)</td>
<td>Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources. (2.5.C.)</td>
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Instruction Framework Working Group Report – Appendix III

ACRL Information Literacy Competency Standards for Higher Education

Standard One
The information literate student determines the nature and extent of the information needed.

Performance Indicators:

1. The information literate student defines and articulates the need for information.

   Outcomes Include:

   a. Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need
   b. Develops a thesis statement and formulates questions based on the information need
   c. Explores general information sources to increase familiarity with the topic
   d. Defines or modifies the information need to achieve a manageable focus
   e. Identifies key concepts and terms that describe the information need
   f. Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information

2. The information literate student identifies a variety of types and formats of potential sources for information.

   Outcomes Include:

   a. Knows how information is formally and informally produced, organized, and disseminated
   b. Recognizes that knowledge can be organized into disciplines that influence the way information is accessed
   c. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
   d. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)
   e. Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline
   f. Realizes that information may need to be constructed with raw data from primary sources
3. The information literate student considers the costs and benefits of acquiring the needed information.

Outcomes Include:

a. Determines the availability of needed information and makes decisions on broadening the information seeking process beyond local resources (e.g., interlibrary loan; using resources at other locations; obtaining images, videos, text, or sound)

b. Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context

c. Defines a realistic overall plan and timeline to acquire the needed information

4. The information literate student reevaluates the nature and extent of the information need.

Outcomes Include:

a. Reviews the initial information need to clarify, revise, or refine the question

b. Describes criteria used to make information decisions and choices
Standard Two

The information literate student accesses needed information effectively and efficiently.

Performance Indicators:

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

   Outcomes Include:
   
   a. Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)
   b. Investigates benefits and applicability of various investigative methods
   c. Investigates the scope, content, and organization of information retrieval systems
   d. Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2. The information literate student constructs and implements effectively-designed search strategies.

   Outcomes Include:
   
   a. Develops a research plan appropriate to the investigative method
   b. Identifies keywords, synonyms and related terms for the information needed
   c. Selects controlled vocabulary specific to the discipline or information retrieval source
   d. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)
   e. Implements the search strategy in various information retrieval systems using different user interfaces and search engines, with different command languages, protocols, and search parameters
   f. Implements the search using investigative protocols appropriate to the discipline

3. The information literate student retrieves information online or in person using a variety of methods.

   Outcomes Include:
a. Uses various search systems to retrieve information in a variety of formats
b. Uses various classification schemes and other systems (e.g., call number systems or indexes) to locate information resources within the library or to identify specific sites for physical exploration
c. Uses specialized online or in person services available at the institution to retrieve information needed (e.g., interlibrary loan/document delivery, professional associations, institutional research offices, community resources, experts and practitioners)
d. Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information

4. The information literate student refines the search strategy if necessary.

Outcomes Include:

a. Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized
b. Identifies gaps in the information retrieved and determines if the search strategy should be revised
c. Repeats the search using the revised strategy as necessary

5. The information literate student extracts, records, and manages the information and its sources.

Outcomes Include:

a. Selects among various technologies the most appropriate one for the task of extracting the needed information (e.g., copy/paste software functions, photocopier, scanner, audio/visual equipment, or exploratory instruments)
b. Creates a system for organizing the information
c. Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources
d. Records all pertinent citation information for future reference
e. Uses various technologies to manage the information selected and organized
Standard Three
The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicators:

1. The information literate student summarizes the main ideas to be extracted from the information gathered.

   Outcomes Include:
   a. Reads the text and selects main ideas
   b. Restates textual concepts in his/her own words and selects data accurately
   c. Identifies verbatim material that can be then appropriately quoted

2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

   Outcomes Include:
   a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
   b. Analyzes the structure and logic of supporting arguments or methods
   c. Recognizes prejudice, deception, or manipulation
   d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

3. The information literate student synthesizes main ideas to construct new concepts.

   Outcomes Include:
   a. Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence
   b. Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information
   c. Utilizes computer and other technologies (e.g. spreadsheets, databases, multimedia, and audio or visual equipment) for studying the interaction of ideas and other phenomena
4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

**Outcomes Include:**

a. Determines whether information satisfies the research or other information need
b. Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources
c. Draws conclusions based upon information gathered
d. Tests theories with discipline-appropriate techniques (e.g., simulators, experiments)
e. Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions
f. Integrates new information with previous information or knowledge
g. Selects information that provides evidence for the topic

5. The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.

**Outcomes Include:**

a. Investigates differing viewpoints encountered in the literature
b. Determines whether to incorporate or reject viewpoints encountered

6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.

**Outcomes Include:**

a. Participates in classroom and other discussions
b. Participates in class-sponsored electronic communication forums designed to encourage discourse on the topic (e.g., email, bulletin boards, chat rooms)
c. Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)
7. The information literate student determines whether the initial query should be revised.

**Outcomes Include:**

- a. Determines if original information need has been satisfied or if additional information is needed
- b. Reviews search strategy and incorporates additional concepts as necessary
- c. Reviews information retrieval sources used and expands to include others as needed
Standard Four
The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicators:

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.

   Outcomes Include:
   a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
   b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance
   c. Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance
   d. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

2. The information literate student revises the development process for the product or performance.

   Outcomes Include:
   a. Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process
   b. Reflects on past successes, failures, and alternative strategies

3. The information literate student communicates the product or performance effectively to others.

   Outcomes Include:
   a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
   b. Uses a range of information technology applications in creating the product or performance
   c. Incorporates principles of design and communication
   d. Communicates clearly and with a style that supports the purposes of the intended audience
Standard Five
The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Performance Indicators:

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

   Outcomes Include:
   a. Identifies and discusses issues related to privacy and security in both the print and electronic environments
   b. Identifies and discusses issues related to free vs. fee-based access to information
   c. Identifies and discusses issues related to censorship and freedom of speech
   d. Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material

2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

   Outcomes Include:
   a. Participates in electronic discussions following accepted practices (e.g. "Netiquette")
   b. Uses approved passwords and other forms of ID for access to information resources
   c. Complies with institutional policies on access to information resources
   d. Preserves the integrity of information resources, equipment, systems and facilities
   e. Legally obtains, stores, and disseminates text, data, images, or sounds
   f. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own
   g. Demonstrates an understanding of institutional policies related to human subjects research

3. The information literate student acknowledges the use of information sources in communicating the product or performance.

   Outcomes Include:
   a. Selects an appropriate documentation style and uses it consistently to cite sources
   b. Posts permission granted notices, as needed, for copyrighted material
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### ACRL to UULO Crosswalk

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### Intellectual Breadth and Life-Long Learning

1.5 - Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one’s own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.

### Inquiry and Critical Thinking

2.1 - Identify problems, articulate questions or hypotheses, and determine the need for information.

2.2 - Access and collect the needed information from appropriate primary and secondary sources.

2.3 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.

2.4 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.

2.5 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.

2.6 - Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.

### Communication

3.1 - Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.

3.6 - Apply the up-to-date technologies commonly used to research and communicate within one’s field.

### Citizenship and Ethics

5.6 - Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.
Course Number/Name:  
MUS 201  
Basic Musicianship I

Instructor:  
Julie Ivy

Semester/Year:  
Fall 2011

<table>
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<tr>
<th>Outcome / Performance Indicator</th>
<th>CAT</th>
<th>Formal Assessment</th>
<th>Teaching Strategy</th>
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<tbody>
<tr>
<td>UULO 1.5 (I): Describes criteria used to make information decisions and choices</td>
<td>Worksheet (Librarian)</td>
<td>Keeps log of resources used in analyzing work</td>
<td>Classroom discussion, small group analysis of works with supporting documentation</td>
</tr>
<tr>
<td>UULO 2.3 and 2.6 (I): Selects information that provides evidence for the topic</td>
<td>Worksheet (Librarian)</td>
<td>Provides bibliography for supporting documentation used in basic analysis of 4 part work</td>
<td>Lecture, small group exercises with resources to find documentation</td>
</tr>
<tr>
<td>UULO 3.1 (I): Reads the text and selects main ideas</td>
<td>Classroom small group activities in basics of summarizing texts (Librarian)</td>
<td>Student is able to apply supporting documentation in basic analysis of 4 part work, provides an analysis with justification</td>
<td>Class discussion and in-class exercise to identify key concepts in reading assignment</td>
</tr>
</tbody>
</table>

Notes: This class is a pre-requisite for ALL music majors before they take any other core theory or music history courses.
**Course Number/Name:**
MUS 303E
Advanced Musicianship I

**Instructor:**
Ken Hanlon

**Semester/Year:**
Fall 2011

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<tr>
<td>UULO 1.5 (R): Describes criteria used to make information decisions and choices</td>
<td>Worksheet (Librarian)</td>
<td>2-3 page essay on criteria used in finding and choosing which sources to use in support of analysis</td>
<td>Lecture, in-class exercises</td>
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<tr>
<td>UULO 2.2 (I): Access and collect the needed information from appropriate primary and secondary sources</td>
<td>Introduction of resources and exercise in identifying primary and secondary sources</td>
<td>Provide an annotated bibliography of relevant sources, defining within the annotations primary and secondary sources</td>
<td>Small groups collect information from assigned resources; in-class peer review of information gathered</td>
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<tr>
<td>UULO 2.4 (I): Recognize complexity of problems and identify difference perspectives from which problems and questions can be viewed</td>
<td>Brainstorming different perspectives on a particular piece (do you like it? Why?)</td>
<td>Submit two possible analyses of one musical work with justification of why each may be correct</td>
<td>In class analysis with student participation of a musical work with problems presented by instructor and discussed in class</td>
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Notes: These students have already been introduced to many of the same concepts at the beginning level through MUS 201.
**Course Number/Name:**
MUS 341
Music History I

**Instructor:**
Anthony Barone

**Semester/Year:**
Fall 2011

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<tr>
<td>UULO 1.5 (E): Describes criteria used to make information decisions and choices</td>
<td>Worksheet, Classroom discussion (Librarian)</td>
<td>4-5 page paper on the stylistic qualities of the music of one composer.</td>
<td>Reading assignment on basic research strategies</td>
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<tr>
<td>UULO 2.2 (R): Access and collect the needed information from appropriate primary and secondary sources</td>
<td>Lecture, classroom discussion</td>
<td>Annotated bibliography with at least 5 resources to accompany paper. Annotation should describe resource (primary or secondary, how it can inform paper)</td>
<td>Lecture and in-class activities on compiling annotated bibliographies</td>
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<tr>
<td>UULO 2.4 (R): Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed</td>
<td>Lecture, classroom discussion</td>
<td>Reading assignment of two short articles with differing views of a composer’s work, with subsequent short report identifying and describing differing perspectives</td>
<td>Video presenting two very different viewpoints on the late keyboard works of J.S. Bach – are they meant for harpsichord or pianoforte?</td>
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Notes: These students have had basic introduction to some of the concepts through MUS 201. They liked the video and the subsequent arguments for both sides!
## Intellectual Breadth and Life-Long Learning

1.5 - Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one’s own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.

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## Inquiry and Critical Thinking

2.1 - Identify problems, articulate questions or hypotheses, and determine the need for information.

2.2 - Access and collect the needed information from appropriate primary and secondary sources.

2.3 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.

2.4 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.

2.5 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.

2.6 - Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.

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## Communication

3.1 - Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.

3.6 - Apply the up-to-date technologies commonly used to research and communicate within one’s field.

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## Citizenship and Ethics

5.6 - Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.

<table>
<thead>
<tr>
<th>MUS 201</th>
<th>MUS 202</th>
<th>MUS 303</th>
<th>MUS 304</th>
<th>MUS 341</th>
<th>MUS 342</th>
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</table>
# Department / Degree Program: Music

## Beginning Level Course: 201

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<tr>
<th>UULO</th>
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<th>3</th>
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<tbody>
<tr>
<td><strong>Performance Indicator</strong></td>
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<tr>
<td>5: Describes criteria used to make informed decisions and choices</td>
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<tr>
<td>3: Selects information that provides evidence for the topic</td>
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<tr>
<td>1: Reads the text and selects main ideas</td>
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<tr>
<td><strong>Teaching/Assessment Strategy</strong></td>
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<tr>
<td>Classroom discussion, small group analysis of works with supporting documentation/Keeps log of resources used in analyzing work</td>
<td>Lecture, small group exercises with resources to find documentation/Provides bibliography for supporting documentation used in basic analysis of 4 part work</td>
<td>Class discussion and in-class exercise to identify key concepts in reading assignments/Student is able to apply supporting documentation in basis analysis of 4 part work, provides an analysis with justification</td>
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**Why This Course?**
Required course for ALL music majors during 1st semester as sophomore, prerequisite for other courses where UULOs can be reinforced

## Middle Level Course: 303

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<tr>
<th>UULO</th>
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<td><strong>Performance Indicator</strong></td>
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<tr>
<td>3: Access and collect the needed information from appropriate primary and secondary sources</td>
<td>4: Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed</td>
<td>5: Describes criteria used to make information decisions and choices</td>
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<tr>
<td><strong>Teaching/Assessment Strategy</strong></td>
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<tr>
<td>Small groups collect information from assigned resources; in-class peer review of information gathered/provide an annotated bibliography of relevant sources, defining within the annotations primary and secondary sources</td>
<td>In-class analysis with student participation of a musical work with problems presented by instructor and discussed in class/Submit two possible analyses of one musical work with justification of why each may be correct</td>
<td>Lecture, in-class exercises/2-3 page essay on criteria used in finding and choosing which sources to use in support of analysis</td>
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**Why This Course?**
Required course for ALL music majors in semester just following 201 and 202, enabling reinforcement of UULOs introduced in 201 and 202.
### End Level Course: 341

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<tr>
<th>UULO</th>
<th>Performance Indicator</th>
<th>Teaching/Assessment Strategy</th>
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<tbody>
<tr>
<td>1</td>
<td>5: Describes criteria used to make information decisions and choices</td>
<td>4-5 page paper on the stylistic qualities of the music of one composer with annotated bibliography describing how resource was found and why used/Reading assignments on basic research strategies; brainstorm with class on how information decisions and choices are made</td>
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<tr>
<td>2</td>
<td>2: Access and collect the needed information from appropriate primary and secondary sources</td>
<td>Annotated bibliography with at least 5 resources to accompany paper; Annotation should describe resource (primary or secondary, how it can inform paper)/Lecture and in-class activities on compiling annotated bibliographies</td>
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<tr>
<td>2</td>
<td>4: Recognized the complexity of problems and identify different perspectives from which problems and questions can be viewed</td>
<td>Reading assignment of two short articles with differing views of a composer’s work, with subsequent short report identifying and describing different perspectives/Video presenting two very different viewpoints on the late keyboard works of J.S. Bach – are they meant for harpsichord or pianoforte?; discussion of video.</td>
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### Why This Course?
Required for ALL music majors, generally taken in junior or senior year, after UULOs have been introduced and reinforced in 201, 202, 303, 304
<table>
<thead>
<tr>
<th>Course Number/Name:</th>
<th>UULO 1.5</th>
<th>UULO 2.1</th>
<th>UULO 2.2</th>
<th>UULO 2.3</th>
<th>UULO 2.4</th>
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<td>Instructor:</td>
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<td>Semester/Year:</td>
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(\( I = \) Introduce \( R = \) Reinforce \( E = \) Enhance)

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<tr>
<th>Outcome / Performance Indicator</th>
<th>CAT</th>
<th>Formal Assessment</th>
<th>Teaching Strategy</th>
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Notes:
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<tr>
<th>Intellectual Breadth and Life-Long Learning</th>
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<tbody>
<tr>
<td>1.5 - Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one's own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.</td>
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<tr>
<th>Inquiry and Critical Thinking</th>
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<tbody>
<tr>
<td>2.1 - Identify problems, articulate questions or hypotheses, and determine the need for information.</td>
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<td>2.2 - Access and collect the needed information from appropriate primary and secondary sources.</td>
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<td>2.3 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.</td>
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<td>2.4 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.</td>
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<td>2.5 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.</td>
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<td>2.6 - Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.</td>
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<th>Communication</th>
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<td>3.1 - Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.</td>
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<td>3.6 - Apply the up-to-date technologies commonly used to research and communicate within one's field.</td>
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Why This Course?

# Middle Level Course

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Why This Course?

# End Level Course

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Why This Course?
APPENDIX VII: Listserv Query Responses - Complete

1)

From: Kate Peterson <katep@umn.edu>
To: Anne.Zald@unlv.edu
Cc: "Kristen L. Mastel" <meye0539@umn.edu>

Hi Anne,
We have started to work on this very slowly (budget cuts/collections took priority this spring):
1.) A Collaborative group within the Libraries developed a process for individual liaisons to use—one department at the time: https://wiki.lib.umn.edu/AP/InformationLiteracyEnvironmentalScanPhaseII
2.) Here is a program from the Center for Writing that is an interesting model (http://www.wec.umn.edu/) where curriculum mapping is part of their process for writing integration. It is a "slow cook" method with multiples years of support but an interesting model.
I can help connect you with documents if you are interested.
Thanks,
Kate
From: "Harrison, Cynthia Lynne" <clharrison@nsu.edu>
To: "Anne.Zald@UNLV.EDU" <Anne.Zald@UNLV.EDU>

Anne –

I forwarded your e-mail to our Assessment guru – Dr. Alexi Matveev – so you may be getting a response from him about the general state of curriculum mapping at NSU.

To explain a “community of Inquiry,” I need to start with our QEP – which has as its goal improving the critical thinking skills of our students. The plan is to approach the problem along 3 fronts –

- **Pathway 1** includes curricular and pedagogical innovation which includes reforms to our General Education Curricular structure, the infusion of critical thinking in the GenEd core courses, and revamping our “UNI 101” course.
- **Pathway 2** (enriching educational experiences includes service learning, living and learning communities, and peer mentoring
- **Pathway 3** focuses on Faculty development which encompasses Critical thinking communities of practice, mini-grants, and professional development. The professional development includes support for conference attendance, but it also funds small stipends for self-selected faculty, staff, and librarians to participate in communities of inquiry.

Each CoI has a focus – diversity, writing competency exam (a graduation requirement on our campus), high impact practices, information literacy, etc. We have had two rounds of CoI’s; I have participated on three – Information literacy, the writing competency exam, and the community that is trying to restructure our freshman experience course (UNI 101). All of this takes place under the oversight of our QEP oversight committee (I serve on this), and CETLA (the Center for Excellence in Teaching, Learning, and Advising). We had our “1st Annual” mini-conference of participants to present our findings in May of 2010. Our second conference will be held this Aug. Membership in a CoI is primarily interested teaching faculty, although a few of us who are not teaching faculty also get involved. I could not get our reference librarians interested in participating in the CoI on Information Literacy, so I joined. I am a grader for our writing exit exam, so I served on that CoI as well. When this year’s list of possible CoI’s was advertised, I joined the UNI 101 CoI so the library would be represented to see that IL was included in the new course.

This link is to a document about a project by one CoI –

[Learn more - Norfolk State University](www.nsu.edu/servicelearning/documents/SLICEStateFarmgrant.doc)
As you can tell, I am “she who attends meetings for the library” since I am in Tech services not in public services. I enjoy this role, but I am not in a position to really effect change in how our reference dept. conducts library instruction. I am still a vocal advocate of assessment, but my colleagues seem to be oblivious the importance of increasing assessment efforts.

The attachments are the presentation, paper, and handouts from the session I attended at ACRL. Oxford College is associated with Emory University. Their curriculum map is included in the paper and in one of the handouts.

Lynne Harrison

From: Anne.Zald@UNLV.EDU [mailto:Anne.Zald@UNLV.EDU]
Sent: Tuesday, June 14, 2011 6:30 PM
To: Harrison, Cynthia Lynne
Cc: Matveev, Alexei G.; Zapatero, Enrique
Subject: Re: curriculum mapping

Lynne,

Thank you for your prompt reply!

We are looking at curriculum mapping in library as a tool for our internal planning as well as in anticipation of strategies which may be used campus wide to implement recently adopted undergraduate learning outcomes.

“Community of Inquiry” - could you describe briefly? Are these self-organizing or instigated by an office? What is the membership?

I was not able to attend ACRL this year - can you share the name and/or institution of the presentation about CM that you attended?

Anne

Are you looking specifically and only for the use of curriculum mapping by the library? Buy-in by the librarians and staff isn’t happening here yet, but almost every other entity on campus does curriculum mapping.

After the ACRL Conference 2011 where I attended a presentation which demonstrated the use of IL curriculum mapping, I came back to work determined to make a small start with IL curriculum maps.

- As a member of the General Education Council, I am working on a committee that is looking at mapping our Quality Enhancement Plan goals (Reflect, Evaluate, Argue, Solve, Obtain, Network – acronym REASON) to the courses in the General Education Curriculum. I am adding the IL mapping to my evaluations of current syllabi in the General Education curriculum.
- In addition, I am working in a Community of Inquiry to re-write our university orientation course – formerly
UNI101—into a 3 credit hour course which will have information literacy instruction. As part of the preparation, I will be attempting to map the ACRL Information Literacy standards to the proposed syllabus.

- I have also served on a Community of Inquiry for Information Literacy, and am an unofficial member of the current IL Community of Inquiry. I have presented the idea of using a curriculum map to the teaching faculty in this group to try to get them to use an IL curriculum map in their classes.

None of this answers your questions directly, however.

Lynne Harrison

Cynthia Lynne Harrison
Coordinator of Technical Services
Lyman Beecher Brooks Library
Norfolk State University
700 Park Ave.
Norfolk, VA 23504
Phone (757) – 823-2422
Fax (757) – 823-2420
Hi Anne!

I'm not sure my feedback is what you're looking for, but as you know I'm always willing to pitch in my 2 cents...

So, for what it's worth, I'll reply *in line, red, italics* below.

Looking forward to seeing you next week.

Megan Oakleaf, MLS, PhD
Assistant Professor
iSchool
326 Hinds Hall
Syracuse University
Syracuse, NY 13244
moakleaf@syr.edu
www.meganoakleaf.info

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Please excuse cross-posting.

At the University of Nevada, Las Vegas, we are investigating the use of curriculum mapping, which is often used to strategically identify courses where student learning outcomes (e.g. information literacy) can be integrated so that student learning experiences may build upon one another over time.

If you use curriculum mapping:

*Ok, so I've done curriculum mapping since the mid-90s...takes me back to my curriculum “scope & sequence” days as a school teacher. But as far as libraries go...*

*We did curriculum mapping at NCSU for a variety of academic departments. We were probably most successful with the engineering programs, but we worked on them across the institution. I don't see the engineering maps up online (my favorites), but Tamika Barnes (barnes.tamika@epa.gov) might have an old copy...you could ask her. The maps were coded with level of instruction, expectation of learning, or depth of assignment, I believe.*

*Of course, the iSchool at Syracuse does curriculum mapping as well...and ties it in with learning assessments...so it includes where things are taught, of course, but also which assignments are used for assessment.*

*My library school students engage in curriculum mapping on some assignments...not all of the students get experience doing this, but a lot of them do.*

*And I do this sometimes when I'm consulting too. I think I touch on it in my Library Quarterly article from Jan 2011...well, a version of it really...I used the basic premise of curriculum mapping to talk about mapping impact.*

1. What do you use the curriculum mapping for?
We've used it to get a handle on integration of IL in a disciplinary curriculum (actually it works with student affairs too). We used it to plan teaching (where to hit what outcomes) in advance. We used it document where we were currently teaching and where we weren't. We used it to figure out if we were always teaching the same skills and never getting to others. We used it (when we coded I=introduce, R=reinforce, M=master) to look at depth or level of instruction or related assignments. The more interesting uses were planning on the flip side of instruction though...looking at where we were going to do our learning assessments...again so we weren't duplicating endlessly or never assessing a given outcome. We used it for accreditation. Etc. Etc.

2. Who does the curriculum mapping?

Depends. Mostly liaisons, since they know their departments best, sometimes alone, sometimes with faculty as collaborators. But an instruction coordinator can be really helpful of course. In the iSchool, faculty do it. In some grant projects, our library school students do it. Same with library school assignments...library school students do them for those as well.

3. Is curriculum mapping done for all academic programs? For general education?

Yes, yes, and a couple times student affairs.

4. Do you have a specific format that you use for curriculum mapping?

Yeah, I like to keep it simple. Peggy Maki's book Assessment for Learning is what I use to teach students how to do it.

5. Are there specific ways that buy-in to curriculum mapping has been created amongst library staff?

Yeah, uh, it's a no brainer for a lot of folks. Librarians like to be organized, right? ;-) Plus it's easy and gives you so much more information about what you're doing and can do...great return on investment of time, energy, etc. The visual you end up with answers so many questions for the librarian and can be used really effectively when communicating with disciplinary faculty, department heads, accreditors, etc. etc.

We can talk more about this one next week in NOLA...

Thank you in advance for your reply by July 11.

Anne Zald, Head of Instruction/Associate Professor
Hello,

Here is a response from Berkeley College.

1. What do you use the curriculum mapping for?

At Berkeley College we have been developing a curriculum map for Information Literacy so that IL skills can be learned progressively and in a more formalized way. Courses on the Associates and Bachelor level have been targeted for formalized IL integration, using ACRL standards and Information Literacy Progression Standards developed by VALE.

2. Who does the curriculum mapping?

The curriculum mapping is a collaboration between librarians and faculty. The Coordinator, Information Literacy Instruction and Deans of the Schools were charged by the Associate Provost with the task of integrating IL throughout the curriculum. Various faculty groups by department have been working to complete this. In one instance, the academic department which offers 15 distinct programs formed a committee to ensure the integration of IL skills in all the programs (working with the Coordinator, Information Literacy Instruction).

3. Is curriculum mapping done for all academic programs? For general education?

Our IL curriculum map covers all our academic programs.

4. Do you have a specific format that you use for curriculum mapping?

Our Department of Institutional Research provided us with a spreadsheet that is used by the institution. This provided a framework for us to follow and also a familiar layout for users. We inserted the targeted courses and the various IL skills that were relevant have been indicated there.

5. Are there specific ways that buy-in to curriculum mapping has been created amongst library staff?

The Information Literacy Steering Committee was created. The members are librarians. Each committee member serves as a mentor to library liaisons of a specific school. Library meetings are also a means to share the new direction. Among the objectives of this committee are:

- Spearhead the planning process in integration of IL into the curriculum
- Accurately communicate the various aspects of the IL curriculum map to other Reference/Instruction librarians
- Lead in the execution of the IL curriculum map throughout the system

I hope this is useful.

Thanks. - Leslin
Leslin Charles
Coordinator, Information Literacy Instruction
Berkeley College
44 Rifle Camp Road
Woodland Park, NJ 07424
973-278-5400 x 1233