Curriculum Mapping at UNLV Libraries: Strategic Integration of Library Instruction

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Curriculum mapping is a strategy to integrate information literacy into the undergraduate curriculum by identifying key courses within the disciplines for targeted, library instruction.

**Definition:**

Librarians identify high impact, beginning, middle and end-level courses within their disciplines. These may or may not be courses they currently work with.

Learning outcomes based on University Undergraduate Learning Outcomes (UULOs) are identified for each proposed course, along with an assessment strategy.

Information competencies are introduced at a beginning level, then reinforced (mid-level) and enhanced (end) throughout a student's academic career in an intentionally scaffolded manner.

**Background:**

UNLV Libraries were very involved with the development and implementation of the University Undergraduate Learning Outcomes (UULOs) that are a key part of the mapping process.

67 percent of all undergraduate library instruction was taught to 100-level classes. Strategic curriculum mapping will ensure that outcomes are reinforced and enhanced in upper level courses.

The Instruction Framework Working Group developed a UULO/Library Core to identify areas where the library can contribute to student learning at the beginning, middle and end of a student's academic career.

Curriculum mapping is included in the current strategic plan.

Outcomes from the ACRL Information Literacy Competency Standards for Higher Education were mapped to relevant UULOs and objectives.

In practice:

Librarians use curriculum maps to inform decisions on courses and content taught so instruction efforts are not duplicated.

Librarians are collaborating on the development of a programmatic curriculum map that links UULOs to general outcomes for First Year Seminar, English Composition, Milestone Experience and Culminating Experience.

Liaison librarians receive training and feedback on the development of their maps.

Curriculum integration is a goal of the Libraries' instruction program.

Librarians identify courses they have worked with consistently and list the learning outcomes, performance level (beginning, middle or end) and assessment strategies.

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