


6-2014

## Curriculum Mapping at UNLV Libraries: Strategic Integration of Library Instruction

Nancy E. Fawley  
*University of Nevada, Las Vegas, nfawley@unlv.edu*

Follow this and additional works at: [https://digitalscholarship.unlv.edu/lib\\_openhouse\\_ala](https://digitalscholarship.unlv.edu/lib_openhouse_ala)

 Part of the [Curriculum and Instruction Commons](#), [Higher Education Commons](#), and the [Information Literacy Commons](#)

---

### Repository Citation

Fawley, N. E. (2014). Curriculum Mapping at UNLV Libraries: Strategic Integration of Library Instruction.  
Available at: [https://digitalscholarship.unlv.edu/lib\\_openhouse\\_ala/3](https://digitalscholarship.unlv.edu/lib_openhouse_ala/3)

This Poster is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Poster in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

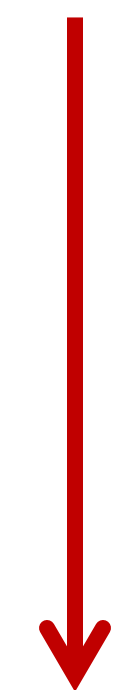
This Poster has been accepted for inclusion in Lied Library Open House for the 2014 American Library Association Conference by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact [digitalscholarship@unlv.edu](mailto:digitalscholarship@unlv.edu).

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:



# Curriculum Mapping at UNLV Libraries: Strategic Integration of Library Instruction



## 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

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

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.

WORKSHEET 3: STRATEGIC COURSES

Department / Degree Program:

Course	Learning Outcome	Performance Level	Assessment Strategy
Beginning Level Course			
Learning Outcome			
Teaching/Assessment Strategy			
Why This Course?			
Mid-Level Course			
Learning Outcome			
Teaching/Assessment Strategy			
Why This Course?			
End-Level Course			
Learning Outcome			
Teaching/Assessment Strategy			
Why This Course?			

WORKSHEET 2: PROGRAM VIEW - CURRENTLY (UNLV EXAMPLE)

COURSE NAME	HS 100	HS 102	ENGL 100	ENGL 102	OS 100	SC100	COM100	BUSS10	MA113
Intellectual Growth and Life-Learning									
1.1 - Demonstrate the ability to plan problems on 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.									
1.2 - Identify problems, articulate questions or hypotheses, and determine the need for information.									
1.3 - Access and collect the needed information from appropriate primary and secondary sources.									
1.4 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems to context and draw conclusions.									
1.5 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.									
1.6 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.									
1.7 - Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.									
1.8 - 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.									
1.9 - Apply the up-to-date technologies commonly used to research and communicate within one's field.									
1.10 - Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.									

WORKSHEET 2: PROGRAM VIEW - PROPOSED (UULO-Library Core)

COURSE NAME	HS 100	HS 102	ENGL 100	ENGL 102	OS 100	SC100	COM100	BUSS10	MA113
Intellectual Growth and Life-Learning									
1.1 - Demonstrate the ability to plan problems on 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.									
1.2 - Identify problems, articulate questions or hypotheses, and determine the need for information.									
1.3 - Access and collect the needed information from appropriate primary and secondary sources.									
1.4 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems to context and draw conclusions.									
1.5 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.									
1.6 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.									
1.7 - Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.									
1.8 - 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.									
1.9 - Apply the up-to-date technologies commonly used to research and communicate within one's field.									
1.10 - Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.									

## 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

Curriculum mapping is included in the current strategic plan

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

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

Curriculum integration is a goal of the Libraries' instruction program

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