LIBRARY INSTRUCTION

ADMINISTRATIVE GUIDELINES

Mission Statement

New Mexico State University
New Mexico State University Library
Las Cruces, New Mexico

Mission Statement:

The mission of the New Mexico State University (NMSU) Library Instruction Program is to foster the development of NMSU students, faculty, and staff as information literate people who determine when information is needed; access information in all formats; evaluate information and its sources; and use information effectively and ethically.

Core Values:

We recognize library instruction—both formal and informal—as central to the mission of today's libraries.

We are committed to library instruction that fosters life-long critical thinking skills.

We are committed to providing multiple modes of library instruction to meet the needs of diverse student learning styles and life situations.

We encourage course faculty to collaborate in the design, delivery, and assessment of library instruction.

We value course-integrated and curriculum-integrated instruction as the ideal for the NMSU library instruction program.

We work in concert with other campus and community groups in promoting information literacy skills.

We rely on specified goals and objectives to evaluate and assess the outcomes of library instruction in accordance with NMSU policies on academic freedom.

We recognize that library personnel providing instruction require continuous training and support.

We seek to broaden the pool of library instructors.

We value the contributions of personnel outside the reference unit to library instruction.

We seek to have library instruction more highly valued at New Mexico State University.

We are dedicated to developing a library-based team under the leadership of the Instruction Coordinator to address instruction issues on a continuing basis.

Fundamental Assumptions:

Library instruction can be both formal (occurring in classrooms, via the Web, etc.) and informal (occurring at the reference desk and other service points). Only formal instruction falls within the scope of the Library Instruction Program.

Students need more than factual/content knowledge to be successful professionally and personally. People encounter excessive amounts of information in everyday life in the "Information Age."

NMSU is a minority-majority institution; the numbers of non-traditional and distance education students are increasing.

NMSU faculty members share the Library Instruction Program's commitment to producing life-long learners and critical thinkers.

Course- and curriculum-integrated LI offers the best opportunity to develop higher-level and discipline specific information literacy skills.

The Library is a recognized leader on campus, and NMSU plays a similar role in southern New Mexico.

The Instruction Program cannot justify its existence by the number of sessions or students taught. Specific goals and objectives for performance outcomes must be developed and assessed in accordance with NMSU policies on academic freedom.

Many librarians and library staff come to NMSU without training or experience in teaching and consequently find LI uncomfortable.

Demand for LI is increasing: the number of LI sessions increased from 219 to 341 between 1999–00 and 2000–01, and 2001–02 seems likely to exceed earlier numbers.

Library personnel within and outside the reference unit will continue to be key to the provision of library instruction at NMSU.

Tallahassee Community College
Tallahassee, Community College Library
Tallahassee, Florida

The TCC Library Instruction Program supports the educational mission of the College to assist students "in developing the ability to think critically, creatively, and reflectively; and to prepare them for productive and satisfying lives" (Mission Statement, Tallahassee Community College). Our program's mission is to develop and foster information literacy skills within our college community.

Information literacy skills include the ability to identify, locate, evaluate, and effectively use information and to understand the legal, social, and ethical aspects of information use. Our program is aligned with the "Information Literacy Competency Standards for Higher Education" (Association of College & Research Libraries, 2000) and strategic Library planning.

To achieve this mission, we will:

- Collaborate with faculty to provide instruction that meets information literacy objectives.
- Utilize teaching strategies and methodologies that reflect the diversity of our learning-community, various learning styles, educational levels, and locations of our users.
- Continually evaluate and update programs, services and instructional skills.

Niagara University
Niagara University Library
Niagara University, New York

Niagara University Library's reference librarians train students to use Library resources to their fullest. Through personal attention and professional training, students learn to conduct research themselves and solve research problems.

To schedule a training session, please fill out a Library Instruction Request Form.

Mission Statement

The Library Instruction program attempts to:

- Foster information literacy skills in students, including the ability to locate, evaluate, and use information effectively.
- Support faculty by providing their students with the research skills needed to successfully complete specific assignments and coursework.
- Foster campus productivity by making faculty and staff aware of information resources and providing training in the use of those resources when necessary.

Assumptions

The Library commonly provides information literacy training to groups but also considers every reference interaction to be a teaching opportunity where students are encouraged to think critically and analytically about their research.

Successful learning is active and participatory. Therefore group training sessions should be hands-on and include problem solving and critical thinking exercises. Large classes need to be broken down into smaller classes, and the length of time allotted for training should to be sufficient to allow for interactivity.

Group Instruction should be tied to actual course work. Research assignments should be a precursor to the Library Instruction session. The presence of the faculty member at the training session is crucial for the collaborative process to work well.

Niagara University Library adheres to the standards and guidelines developed by the Association of College and Research Libraries:

Guidelines for Instruction Programs in Academic Libraries

Information Literacy Competency Standards for Higher Education

Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians

Goals and Objectives

University of South Florida
Jane Bancroft Cook Library
Sarasota, Florida

Library Instruction Mission and Goals

Statement of Purpose

The ongoing mission of the University of South Florida Tampa Library is to support the teaching, research and service endeavors at the University of South Florida. The goal of the USF Tampa Library instruction program is to foster information literacy, through a variety of educational approaches and methods that accommodate different needs and learning styles of individuals. The information literate individual is able to recognize an information need and has the ability to locate, evaluate and use effectively the needed information. The instruction program, alone and through partnership with other university departments, is committed to providing individuals with the necessary information literacy skills essential for lifelong learning.

Program Goals

To ensure that students, faculty and staff are aware of the USF Tampa Library and its resources.

Benchmarks:

* Knowledge of the existence and location of the USF Tampa Library
* Awareness of the USF Libraries catalog and online resources
* Knowledge of different information formats available in libraries, including print, electronic, microform, audio and video
* Knowledge of reference services

Actions:

* Appropriate signage
* Distribution of flyers and brochures
* Development of an online video tour of the library
* Engage in marketing activities, such as mass mailings and sponsoring events promoting the library
* Participate in university events, such as Showcase of Services and New Faculty Orientation

To ensure that students, faculty and staff understand how the Library's collection is organized and accessed and that they are aware of and understand how to use library services.

Benchmarks:

- Knowledge of the physical organization of the libraries
- Ability to identify specific locations, collections and service points within the library
- Knowledge of specific library services and ability to use them. Services include reference, circulation, interlibrary loan, reserves.
- Ability to use USF Libraries catalog to find materials by title, author, subject or keyword
- Ability to recognize and interpret the elements of a catalog record, including author, title, call number, location, holdings and status of item

Actions:

- Signage
- Development of an online video tour of the library
- Point of use assistance at public service desks, phone, e-mail and chat
- Distribution of user aids at public service
- Scheduled "drop-in" library orientation sessions
- Instruction to classes on faculty request
- Self guided instruction such as online tutorials

To ensure that students, faculty and staff are aware of the resources available through the USF Libraries website.

Benchmarks:

- Knowledge of the existence and Internet address of the USF Libraries website
- Knowledge of the organization of the USF Libraries website
- Ability to locate USF Libraries catalog on the USF Libraries website
- Ability to identify resources by source, reliability and appropriateness of information
- Knowledge of and ability to use specific online library services available on the USF Libraries main page, including reference, ILL, electronic reserves, hold/recall, and renewal

Actions:

- Point of use assistance at public service desks, via phone, e-mail and chat
- Distribution of user aids at public service desks and electronically through the USF Libraries website
- Scheduled "drop-in" library orientation sessions
- Instruction to classes on faculty request

To ensure that students, faculty and staff are able to access particular resources, both print and electronic.

Benchmarks:

- Ability to locate a specific resource, either online or in print
- Ability to determine the content and coverage of the resource
- Understand the arrangement of the resource
- Perform a satisfactory search of the resource
- Ability to interpret citations and retrieve the full-text (if applicable) of the document

Actions:

- Point of use assistance at public service desks, via phone, e-mail and chat
- Distribution of user aids at public service desks and electronically through the USF Libraries website
- Scheduled "drop-in" library orientation sessions
- Instruction to classes on faculty request
- Self guided instruction such as online tutorials or web-pages developed for Classes

To ensure that students, faculty and staff understand the structure and format of information resources and their impact on the mechanics of searching.

Benchmarks:

- Knowledge of how information is formally and informally produced
- Knowledge of the general information provision role of books, journals, magazines, newspapers, government publications, audio/visual materials and online data sources
- Ability to construct a library search plan, which includes appropriate access tools
- Ability to identify and use appropriate search language
- Ability to use Boolean logic and truncation effectively
- Ability to identify related materials while researching
- Ability to refine search strategies as needed

Actions:

- Point of use assistance at public service desks, via phone, e-mail and chat
- Distribution of user aids at public service desks and electronically through the USF Libraries website
- Scheduled "drop-in" library orientation sessions
- Instruction to classes on faculty request
- Self guided instruction such as online tutorials or web-pages developed for Classes

To ensure that students, faculty and staff develop the skills to allow them to analyze and critically evaluate information.

Benchmarks:

- Ability to evaluate information based on standard criteria, including authority, appropriateness, accuracy, relevance, timeliness, point of view, publisher and medium
- Ability to determine whether an information resource is scholarly, popular, peer reviewed, a trade/professional publication, etc.
- Ability to recognize the difference between primary and secondary sources in determining their relevance to an information need
- Ability to determine whether the information retrieved satisfies the research need

Actions:

- Point of use assistance at public service desks, via phone, e-mail and chat
- Distribution of user aids at public service desks and electronically through the USF Libraries website
- Scheduled "drop-in" library orientation sessions
- Instruction to classes on faculty request
- Self guided instruction such as online tutorials or web-pages developed for Classes
- Partner with Library Science to teach LIS undergraduate and graduate classes

To collaborate with faculty to make effective use of Library/Classroom partnerships.

Benchmarks:

- Program in place for continual communication of instruction opportunities to each department by a librarian liaison
- Propose a collaboration to major departments to have at least one library/faculty partnership for teaching information literacy

Actions:

- Course integrated instruction though credit courses and initiatives, such as the Learning Communities
- Partner with Library Science to teach LIS undergraduate and graduate classes
- Instruction to classes on faculty request
- Web pages and user aids developed for classes on faculty request
- Orientation and training to individual faculty or workshops to departments

- Provide assistance to faculty in creating library assignments
- Development and distribution of model library assignments
- Work with campus partners, including VITAL, CTE and Academic Computing in their faculty outreach program

To engage in continuous assessment of the instruction program to determine its effectiveness in teaching students, faculty and staff information literacy skills.

Benchmarks:

- Develop a program to analyze written evaluations by students and faculty
- Develop a user needs assessment program

Actions:

- Pre- and post-tests given in selected class settings
- Develop a satisfaction survey
- Investigate a variety of assessment techniques

Florida International University
Florida International University Libraries
Miami, Florida

Information Literacy Goals and Objectives

The information literate student will:

Goal 1: Recognize and articulate the need for information.

- Objective 1: Formulate questions based on the information need
- Objective 2: Define or modify the information need to achieve a manageable focus
- Objective 3: Identify key concepts and terms that describe the information need
- Objective 4: Recognize the need for information in creative and analytical thinking

Goal 2: Understand how information is designed, stored, and organized.

- Objective 1: Define sources of information
- Objective 2: Delineate formats of information
- Objective 3: Describe the organization of information

Goal 3: Identify and select the most appropriate investigative methods or information retrieval systems.

- Objective 1: Determine what kind of information is needed (e.g., statistical data, narrative)
- Objective 2: Select the most appropriate research tool

Goal 4: Develop and implement effective search strategies.

- Objective 1: Formulate an effective search strategy
- Objective 2: Conduct the search using appropriate research tools
- Objective 3: Evaluate search results and revise search strategy as necessary

Goal 5: Identify, locate, and retrieve information.

- Objective 1: Record relevant information and its sources
- Objective 2: Determine location of information
- Objective 3: Use information in various formats
- Objective 4: Access and use information ethically and legally

Goal 6: Analyze, evaluate, and synthesize the information.

- Objective 1: Examine the content and the structure of the information
- Objective 2: Articulate and apply criteria for evaluating both the information and its sources
- Objective 3: Synthesize information to construct new concepts

Goal 7: Use information effectively to accomplish a specific purpose.

- Objective 1: Integrate new and prior information in the creation of a product
- Objective 2: Communicate the product effectively to others
- Objective 3: Acknowledge the use of information sources

Goal 8: Assess the information seeking process and product.

- Objective 1: Reflect on successes, failures and alternative strategies
- Objective 2: Evaluate the process and product within the context of the information need

Kansas State University
Kansas State University Libraries
Manhattan, Kansas

Library Instruction—Goals & Objectives

Offer learning opportunities for all at K-State (students, faculty, librarians, staff) to ensure a baseline of library and information literacy knowledge and skills that can then be built upon through coursework and librarian taught learning sessions:

- Walk-in library classes, e.g. Basic Library Class Tour, Basic Science Class, DED 075 (College of Education Orientation), How to Find a Journal Article, RefWorks
- Topic Research and Web Searching
- Short Cuts, a weekly undergraduate research newsletter
- Online tutorials, e.g., Assignment Calculator, assignment toolbox (for faculty and librarians)
- Faculty workshops
- Librarian workshops
- Offer tours and instruction to K–12 groups

Work with appropriate parties to create optimum learning environments:

Online/virtual:
- Tutorials
- Assignment Calculator

Physical:
- An adaptable learning space with necessary technology with space for at least 50–60 students
- General study and research space within the Libraries

Provide or collaborate with appropriate staff (below) to meet learning needs:

- Instructors for walk-in classes
- Designers and programmers for online resources
- Content creators for tutorials, Assignment Calculator, workshops and classes
- Support services for technology and program administration
- Continuously develop and administer assessment:
- Information Literacy—campus wide
- SAILS
- ETS ICT
- Effectiveness of walk-in classes, online tutorials, Assignment Calculator, etc …

CLASSROOM AND TEACHING GUIDELINES

Instructional Plans

Boston College
Boston College Libraries
Boston, Massachusetts

Instructional Plan and Objectives

The basic plan of instruction is outlined below. The plan includes specific learning objectives for the program.

I. Introduce incoming students to the availability of library resources and services through general orientation sessions conducted for the First Year, transfer, international, graduate, College of Advancing studies students, and other department specific orientations

> Objective A: Gaining awareness of resources and services available through the library.
> Objective B: Acquiring and understanding the library's role in the college experience.

II. Offer a variety of instructional tools, of both print and media format, to support the program.

> Objective A: Understanding how the library organizes and arranges its collections.
>
> Objective B: Acquiring and understanding the library's role in the college experience. Navigate the library's primary bibliographic tools.
>
> Objective C: Conceptualizing library research as a systematic process of learning.
>
> Objective D: Discovering the reference materials most appropriate for solving specific problems.

III. Provide instruction in basic research by designing learning sessions for the appropriate core courses.

> Objective A: Applying the research process to a specific information problem.
> Objective B: Learning the skill of developing a working bibliography.
> Objective C: Understanding the structures of knowledge and its classification.

IV. Provide instruction in advanced research techniques for specific disciplines as requested.

> Objective A: Acquiring advanced skills in bibliography development.
> Objective B: Learning methods of evaluating specific sources.

V. Offer independent training sessions on database search skills.

> Objective A: Developing proficiency in basic search functions.
> Objective B: Gaining awareness of advanced search functions.

Canisius College
Andrew L. Bouwhuis Library
Buffalo, New York

5.1   At the freshman level, most students are not aware of locations or services available to them in the Library. Internal library instruction during the first year is a valuable asset to the student which will ease the burden of research at a later date. The Bouwhuis Library seeks to play an active role in the academic process by providing and encouraging the use of library instruction. Introductory lectures, individualized student instruction, and advanced subject specialty classes in various disciplines are presently available to faculty members and their students.

5.2   Completion of one or more sections of library instruction in one or more disciplines should enable the student to think carefully about his/her information needs and provide basic skills necessary for requesting and finding information for curricular or personal purposes, by:

>   5.2.1   making the student feel physically and emotionally comfortable in the Library,
>
>   5.2.2   giving the student a logical map to follow in developing a search strategy,

5.2.3   making the student aware of the reference librarian as a main source of information access and a partner, with the academic faculty, in his/her endeavor,

5.2.4   making the student aware of the diversity, volume, and complexity of retrieving information, and how such characteristics affect information needs,

5.2.5   teaching the student how to locate information regardless of format (i.e., hard copy, software, etc.), and

5.2.6   informing the student of the differences between types of libraries (e.g., public, academic, etc.) and what kinds of materials each institution is likely to provide.

5.3   As a result of library instruction, the Reference Department seeks to teach the following skills:

5.3.1   Students should know the physical layout of the Library, particularly the location and function of the various service departments (Circulation, Periodicals, Reference).

5.3.2   Students, especially freshmen, should recognize that it is always appropriate to ask for help in finding material.

5.3.3   Students should understand the purposes and uses of a library reference collection and when to consult its sources.

5.3.4   Students should be able to use the catalog to its full potential. They should be able to access the catalog through title, author, subject and keyword approaches, and should know how to use subject tracings.

5.3.5   Students should know how to locate books in the Library collections by call numbers and location designators.

5.3.6   Students should know how to use periodical indexes and how to determine whether or not the Bouwhuis library owns the periodicals they need.

5.3.7   Students should know how and when to use local CD-ROM databases, online database searching, and other electronic sources (e.g., CanInfo, CARL, other Internet sources).

5.3.8   Students should know how to locate articles in locally held periodicals, whether in current issues, bound volumes, microform, or full-text databases.

5.3.9   Students should be able to use the Western New York Union Catalog, BISON, Sherlock, etc., to locate materials the Library does not own.

5.3.10   If the Library does not own needed materials, students should know how interlibrary loan works.

5.4   The program will be administered by the Coordinator of Bibliographic Instruction (a member of the Reference Department), whose major duties include: meeting with faculty to schedule instructional classes, collecting and organizing statistics, preparing and annual report on orientation/instructional activities, and scheduling the division of teaching responsibilities among all the reference librarians.

5.5   The Reference Department of the Library will offer bibliographic instruction independent of any academic department or other group.

Electronic Classroom Use

Suffolk University
Mildred F. Sawyer Library
Boston, Massachusetts

Usage of the Library's Instruction Lab

The Sawyer Library's Instruction Room is primarily for the use of classes being instructed by library staff in research methods and information resources.

Because library classes are scheduled (sometimes at short notice) at the request of the academic faculty throughout the semester, no courses can be scheduled in the room on a regular, recurring, basis. The room is kept locked when not in use.

The room may be reserved for instructors occasionally requiring specialized electronic resources by calling the Reference Department.

University of Maryland Baltimore County
Albin O. Kuhn Library
Baltimore, Maryland

I. Primary Use

The Library Instruction Room 259, is made available for the purpose of providing librarian-mediated instruction to students, faculty and staff on how to access library and electronic resources.

II. Additional Supported Use

The Library Instruction Room is available for librarian-sponsored events including professional meetings and exceptional uses approved by the Reference Department. Exceptional events should not conflict with potential use of the room during the semester and summer sessions. Usage for these events should be kept to normal class times in duration. Use of the room on these occasions should involve librarians working in an integral way with the program presented.

III. Scheduling

Room 259 is scheduled by contacting the Coordinator of Bibliographic & Electronic Instruction in person, by phone or email. In his/her absence, other designated staff in Reference should be contacted. As a general rule, no fewer than five (5) business days are necessary to reserve the room for an event. Requestors are encouraged to make use of the 'free period' on Monday, Wednesday and Fridays, from 1:00 p.m. to 2:00 p.m. No significant reconfiguration of room furniture or equipment is available. The room must be used as presented. Requestors must provide a date and time, including beginning and ending times of the event when making a reservation. Assignment of a "pending status" is available only for librarian-mediated and faculty-librarian team instruction.

IV. Prohibited Use

Room 259 is not available as a campus classroom, or as a location for regularly scheduled business meetings.

V. Food and Drink

Food or drink is not permitted in this room except by prior arrangement.

Course Evaluation

Boston College
Boston College Libraries
Boston, Massachusetts

Evaluation

Formal library instruction sessions are evaluated at the time of instruction by the instructor and students. Additional evaluation of the program is received from general student surveys.

Procedures for Subject Instruction Classes

Fullerton College
William T. Boyce Library
Fullerton, California

Subject Instruction Sessions

Instructors are encouraged to request an instruction session for specific classes. A librarian will tailor the session to the needs of these students. The instruction session on "How to Prepare a Works Cited Using

MLA," as noted above, can also be scheduled for a specific class. All instruction sessions must be scheduled one week in advance. Instructors should call the Library Administrative Assistant to arrange a session, or stop by the Library to fill out the Instruction Session Request form.

Procedures for Research How-To Classes

Fullerton College
William T. Boyce Library
Fullerton, California

Library Research Class (1unit)—CSU/UC/Degree Credit

Please consult a current class schedule for dates/times offered.

a. Library 100—Introduction to Research

This class is designed to introduce students to traditional and electronic methods of research including the Internet. Students learn to locate, evaluate, and correctly cite the information selected for use in a bibliography. This class is of special value to those students intending to transfer to a four-year institution.

b. Library 100H—Honors Introduction to Research

This is an enhanced course designed to introduce honors students to traditional and electronic methods of research including the Internet. The course is of special value to those students intending to transfer to a four-year institution.

University of California Davis
University Library
Davis, California

Using the Library: Catalogs and Services

Find books and journal articles at UC Davis and in all the UC libraries using the Harvest: UC Davis Library Catalog and the Melvyl Catalog. Learn how to start your research and use effective search strategies.

Using the Library: Finding Articles and Journals Online

Having a hard time finding the article you want? Is it available in electronic form in one of our full-text sources? This class will guide you through the process of identifying appropriate databases and electronic journals available through the Library web site.

EndNote for Research Papers

Learn to format bibliographies easily and automatically using this special bibliographical management tool. You will be taught how to download and export citations from catalogs and databases.

Searching the Agricultural Literature: CAB & Agricola Databases

Learn to search efficiently for farm animal (including veterinary), entomological (pest), fruit and vegetable crop, farming systems and human nutrition areas. Using UC eLinks and cross-searching both databases will be covered.

Searching the Animal/Wildlife Sciences Literature

Dependent on the subject interests of attendees, bibliographic databases and library resources on the appropriate animal-related Subject guides will be presented. Potential subject guides to be covered are: Animal Sciences, Entomology, Fisheries and Aquaculture, and Marine Biology. Database searching strategies covered include: topic/keyword, title and author searching; using the wildcard and limits; and using the thesaurus, index, and search history features. How to use UC-eLinks will also be discussed.

Searching the Biological Literature: BIOSIS & PubMed Databases

BIOSIS and PubMed are general databases for nearly all biological topics and are especially important for the molecular and cellular sciences. Database searching strategies covered include: Topic/keyword, title

and author searching; using the wildcard and limits; and using the thesaurus/MeSH terms, and search history features. How to use UC-eLinks will also be discussed.

Searching the Ecological & Environmental Sciences Literature

Dependent on the subject interests of attendees, bibliographic databases and library resources on the appropriate ecological/environmental sciences related Subject guides will be presented. Potential subject guides to be covered are: Ecology and Conservation Biology; Environmental Sciences; Marine Biology; and Toxicology. Database searching strategies covered include: topic/keyword, title and author searching; using the wildcard and limits; and using the thesaurus, index, and search history features. How to use UC-eLinks will also be discussed.

Procedures for Special Faculty Services

University of California Davis
University Library
Davis, California

Library Resources for Instructors Library Instruction Services

The Library Instruction Services Department offers services designed to support classroom teaching and enhance student learning. Contact us for more information.

Tours/Orientations

The University Library provides tours of all its facilities throughout the year upon request. They are designed to introduce users to the libraries and their services. Drop-in Workshops Each quarter, the library holds a number of free workshops that highlight library resources and services. Popular topics include 'Using the Library: Catalogs and Services' and 'Finding Articles and Journals Online.' Please see our complete listing and schedule.

Library Instruction Sessions

Librarians are available to instruct your students on how to find, use and evaluate print and electronic information sources. Presentations are tailored to meet the specific requirements of your course, and prove especially effective when arranged to coincide with a term paper or research assignment. Sessions may be held in your classroom or in the Shields Library Instruction Lab, equipped with 25 computer workstations.

Individual Consultations Librarian Subject Specialists and Instruction

Librarians will gladly assist you in the creation of bibliographies or reading lists to meet your course needs. We are also available to help craft assignments that utilize library resources and develop students' critical thinking and research skills.

Print & Online Guides Incorporate information literacy into the curriculum using the tutorials, movies and pedagogical resources available from the 'Resources for Instructors' page.

Guidelines for High School Students

Henderson State University
Huie Library
Arkadelphia, Arkansas

Bibliographic instruction is provided for:
- Henderson State University courses
- Area high school classes 10th grade and above. No more than 25 students per session and there must be at least two adults with the group.
- Groups not falling within the above parameters will be considered on an individual basis

Arrangements for Bibliographic Instruction must be made at least one week in advance and receive approval from the Instructional Services Librarian or another Reference Librarian. If possible, high school

orientations will take place very early in the semester during the week of classes public schools are in session before college courses resume. This period is usually around August 19th to the 25th in the Fall and the first full week of January in the Spring.

High school students may check out two books each on their teacher's library account. The teacher must have an ID/library card and his/her account must be in good standing. Books may be checked out for 28 days. No renewals.

University of Arkansas
University of Arkansas Libraries
Fayetteville, Arkansas

Guidelines for Visits by Non-University Groups

The University of Arkansas Libraries welcome those who wish to use our resources, particularly high school students working on specific assignments and college students or faculty members from other institutions. However, to get the most benefit from your visit and help ensure that all our patrons enjoy an environment conducive to study, please follow these guidelines.

Making Arrangements: Please make ADVANCE ARRANGEMENTS at least seven days prior to your visit. Contact Reference Department.

We suggest that secondary school groups limit their visits to half-day sessions, preferably in the mornings. We have found that students find a full day of library research difficult.

We usually provide an orientation session as the first hour of a group's visit in classrooms in Mullins Library. This program will describe the basic access points of the Libraries' collection as well as the physical layout of Mullins Library. You may look at the Libraries' home page and in particular, at the research help page, for online instruction.

As there is more and more competition for computers in the Libraries and a limited number of guest logins available, we suggest that students begin to search the InfoLinks online catalog and gather call numbers for materials before the visit.

Student groups are better able to make the most of their time here if they have assignments to research when they arrive, both to make immediate use of the skills taught in the library orientation, and to focus their time while in the library. When you schedule a visit, please supply information about the students' assignments or research projects so the program can be tailored to the students' interests.

Although we offer tours to groups of junior high/middle school students on a limited basis, our experience has shown that our resources and environment are not best matched to their needs. If you wish to bring a group of students below the ninth grade to the Libraries, please call us far in advance to discuss your plans and the objectives of the visit. Adequate chaperonage is crucial for these tours.

FORMS

Form for Student Evaluation of Library Instruction

Weber State University
Stewart Library
Ogden, Utah

Library Course/Instructor Evaluation Form

Course Name: [_____]

Section: [_____]

Semester: [_____]

Year: [_____]

Instructor: [_____]

Answer each question by marking the letter according to above scale

1. The course objectives were met [_____]

2. The course materials were helpful in meeting course objectives [_____]

3. Assignments contributed to student understanding of the subject matter [_____]

4. This course added to my knowledge of the subject [_____]

5. The objectives of the course were clearly stated [_____]

6. The instructor was organized [_____]

7. The instructor presented course content effectively [_____]

8. The instructor encouraged student discussion and participation [_____]

9. The instructor was enthusiastic about the subject of the course [_____]

10. The instructor was available for consultation with students [_____]

11. The instructor treated students with respect [_____]

12. Work was graded according to announced guidelines [_____]

13. The instructor used class time effectively [_____]

14. The instructor stimulated a desire for further learning [_____]

15. The instructor used different methods to interest and involve students in learning [_____]

16. Overall, this was an effective instructor [_____]

17. Overall, this was an effective course [_____]

Please complete the additional items below. These are very important for helping the faculty improve this course.

List two things that made this course work for you

[_____]

List two things that would improve the course

[_____]

List two things the instructor did well

[_____]

List two things the instructor could do better

[_____]

Thank you! Please verify all answers, then click the *submit* button.

[Submit Survey]

Xavier University
Xavier University Library
Cincinnati, Ohio

Student Library Instruction Evaluation   Monday, June 12, 2006
Hours Today: 8am to 10pm

Please evaluate the class you have just experienced.

Date of the class:

Who are you?

What Course and Section are you in?

Who is your Instructor?

Who was the Librarian that taught the class?

Comment on the quality of instruction for session:

Please rate…	strongly disagree	disagree	neutral	agree	strongly agree
The instruction was clear and understandable	○	○	○	○	○
The instruction helped me locate library resources for my assignment.	○	○	○	○	○

Comment on what was useful about this session:

Please rate…	Not useful	Somewhat useful	Very useful
Database searching	○	○	○
Xtreme subject guides	○	○	○
Overview of Library Home Page	○	○	○
AllCard	○	○	○
Help for users	○	○	○
XPLORE	○	○	○
OhioLINK	○	○	○
Document Delivery	○	○	○
My Library Record	○	○	○
E-mail notification	○	○	○
XuTutor	○	○	○

Other comments?

Library Instruction Request Form

University of Arkansas
University of Arkansas Libraries
Fayetteville, Arkansas

Request Library Instruction Class or Individual Consultation

University of Arkansas faculty members, instructors, researchers, or students who desire assistance from the reference department may use the form below in order to:

○ Request a library instruction class

OR

○ Request an individual consultation with a subject specialist in your area of interest.

You may also call (479-575-6645; toll-free 866-818-8115) or come by the Reference Desk in the main library to inquire about a class or consultation.

Please fill in and send the form.

Most of the boxes accept more text than their size suggests.

Designates a required field.

Your Info

*Your first name:

[   ]

*Your last name:

[   ]

*Your complete email address:

[   ]

*Campus (or other) phone number:

[   ]

Campus address:

[   ]

Requesting a Research Consultation?

Please provide a description of the class and the assignment or the subject area of interest (i.e., Marketing assignment, teeth whitening products, looking for market demographics and revenues):

[   ]

Requesting Class Instruction?

Class name along with the number of sections and each class size (i.e., Comm 1313, 4 sections, 30 students per section):

[   ]

What is their assignment?

[   ]

Any special needs or requests for topics?

When would you like the class? (day, date, and an alternate):

What time is the class held?

Your request will be routed to the appropriate reference librarian and you will be contacted as soon as possible.

Send the Request

Clear the Form

Colorado State University Pueblo
Colorado State University Pueblo Library
Pueblo, Colorado

Library Instruction Request Form

If you would like to request a library instruction class, please complete and submit this form at least one week ahead of the date requested. The request will be sent directly to Karen Pardue, Instructional Technology Librarian.

Before you fill out the form, check the Library Instruction Lab (L214A)—Schedule for availability.

Today's Date: Professor's Name:

Department: Campus Phone:

Home Phone: E-Mail:

Level of students: ○ Undergraduate
                                                       ○ Graduate
                                                       ○ High School
                                                       ○ Other

Course Name/Number: Number of students:

Preferred Librarian/Instructor:

Preferred Dates and Times: Date   Time

                        First:

                        Second:

                        Third:

Please indicate the content you wish to cover in your session. Check all that apply.

○ Library Catalog   ○ Boolean Logic

○ Periodical Indexes   ○ Primary Sources

○ Internet Searching   ○ Interlibrary Loan

○ Reference Sources   ○ Other

General Description of the purpose of the instruction:

Please provide a description:

```
┌─────────────────────────────┐
│                             │
│                             │
│                             │
│                             │
└─────────────────────────────┘
```

Please describe related student research activities or topics:

```
┌─────────────────────────────┐
│                             │
│                             │
│                             │
│                             │
└─────────────────────────────┘
```

Will the classroom instructor be present at the library instruction?

○ Yes   ○ No

Other comments:

```
┌─────────────────────────────┐
│                             │
│                             │
│                             │
│                             │
└─────────────────────────────┘
```

Columbia College Chicago
Columbia College Library
Chicago, Illinois

Library Instruction Request Form

Please provide the following information as indicated. This form must be submitted at least one week prior to the earliest date requested. Instruction Sessions are not available during last two weeks of the term. Thank you for your cooperation.

If you are teaching multiple sections of a class, you may use this form.

This form is NOT a confirmation. You will receive phone or e-mail verification stating the date/time of your session. If you have specific questions, please call the Reference Desk at 312-344-7153.

ALL fields are REQUIRED

After completing the form, scroll to the bottom and click on the "Submit" button.

Name: [_____]

Dept: [_____]

Phone: [_____] *(Home)*

[_____] *(Work)*

Email: [_____]

Course Title: [_____]

Academic Level: ○ 1st/2nd year   ○ 3rd/4th year   ○ Graduate

How many sections are you teaching?   ○ 1   ○ 2   ○ 3

Number of Students: First Section   Second Section   Third Section
                           [_____]   [_____]   [_____]

Library Instruction should be done while students are working on an assignment/paper. Please describe the assignment/paper.

(Please note: You should provide us with a copy of the related assignment. You may either send the assignment via email to libraryinstruction@colum.edu or leave a copy at the Reference Desk.)

[ ]

Desired Date and Time:
(Please provide two separate possible dates for EACH section.)
INSTRUCTOR MUST ATTEND

First Section   Second Section   Third Section

[ ]   [ ]   [ ]

Additional Notes:

[ ]

[Submit]

Fullerton College
William T. Boyce Library
Fullerton, California

William T. Boyce Library, Fullerton College
Library Instruction Session Request Form

Instruction will take place, unless requested otherwise, in the New Fullerton College Library's Bibliographic Instruction classroom, rm. 827, which is equipped with 33 computer research stations. It is our intent to provide the best possible bibliographic instruction for students, and to respond to the research needs of specific courses.

Following the librarian's instruction session, there may be time allocated for students to do research. It would be helpful for the librarian preparing an instruction session to know the instructor's expectations.

Please submit this completed form to the Library Administrative Assistant (ext. 27061) or the staff at the Information or Reference Desk at least one week before the desired date of the instruction session.

We ask that instructors select one of the following sessions:

○ General Overview—for an understanding of basic library tools.

○ Subject Specific—for an understanding of more specialized research tools.

Today's Date: _____

Instructor and dept.:_____

Instructor's Ext./Home phone/E-mail:

_____

Course title/number as it appears in the class schedule:

_____

Number of students in class: _____

Date(s) instruction desired: _____

Please note: At least one week's notice is required.

Alternate date(s) if first choice is unavailable: _____

Time(s) instruction desired: _____

Please note: Instruction begins on the hour. Sessions are for 50 minutes. If your students need additional instruction, please schedule a second session.

Type of Library Instruction: (check one, either General Overview or Subject Specific)

_____ General Overview (50 minutes)

Fullerton College Library's Homepage, Online Catalog, Internet, and Online Databases will be discussed.

Which would you prefer? (check one)

    ___ hands-on library worksheet
    ___ no worksheet/allow time for students to begin research on a class assignment
    ___ neither of the above/librarian may instruct the full 50 minutes

_____ Subject Specific (50 minutes)

Specific research tools and materials will be discussed.

Which would you prefer? (check one)

    ___ hands-on library worksheet
    ___ no worksheet/allow time for students to begin research on a class assignment
    ___ neither of the above/librarian may instruct the full 50 minutes

If you requested a Subject Specific instruction session, what specific research tools would you like discussed? (Example—online databases, Internet, reference books, or other)

_____
_____
_____

Additional Questions:

1. Please provide examples of student research topics; attaching a copy of the assignment would be helpful:

_____
_____
_____

2. What subjects or materials do you NOT want included?

_____
_____
_____

3. Would you like a tour of both floors of the library, including the Circulation and Reserve desk?

Yes _____ No _____

Would you like a tour of the Reference area only? Yes _____ No _____

Librarian preferred: _____

Instructor's signature: _____

Please note: It is the expectation that the instructor will attend.

_____
_____

Library Use Only

Date Received: _____ Librarian assigned: _____

Lake Sumter Community College
Lake Sumter Community College Libraries
Sumterville, Florida

Library Instruction Request

This form is designed for instructors requesting library instruction for LSCC classes. Reference librarians are available to conduct instructional sessions tailored to individual class needs. In order that we may accommodate all requests, please submit this form a minimum of **one week prior** to the desired date. **Please submit separate forms for each class session.** A librarian will respond to confirm your class session.

Instructor Information

Name: [   ]

Phone Number: [   ]

Best Time of Day to Contact: [   ]

E-mail: [   ]

Class Information

Course Name: [   ]

Course Number: [   ]

Campus: [   ]

Number of Students: [   ]

Requested Date

Day of week: [   ]

Date (mm/dd/yy): [   ]

Time: [   ]   ○ A.M.   ○ P.M.

Content for Session
(check all that apply):

○ General orientation	○ Research assignment	○ Choosing topics
○ Search techniques	○ Full-text journals	○ Online library catalog

Databases (check all that apply):

○ LINCC	○ LUIS	○ Internet Search Engines
○ Government Sites	○ Academic ASAP	○ Academic Search Premier
○ Business Source Elite	○ CINAHL	○ CQ Researcher
○ Criminal Justice Periodicals Index	○ Custom Newspapers	○ ERIC

[Complete list of available databases]

○ FactSearch	○ FirstSearch	○ netLibrary (e-books)
○ Health & Wellness Resource Center	○ Hoover's Online	○ Literature Resource Center
○ Medline	○ NewsFile	○ SIRS Researcher
○ WilsonSelect	○ Other	

Briefly describe the class assignment and any other library materials or resources you would like covered:

Northern Arizona University
Cline Library
Flagstaff, Arizona

<p style="text-align:center">Request Course Support</p>

Fields preceded by an asterisk (*) are required.

* Instructor Name: _____

* Instructor Phone: _____

* Instructor E-mail: _____

Course(s) Needing Support (ex: ECI 350): _____

* **Main Subject Area** (choose one):

○ Arts and Letters
○ Business
○ Consortium of Prof. Schools
○ Education
○ Engineering & Natural Sciences
○ Social & Behavioral Sciences
○ NAU Yuma

I am interested in learning more about: (check all that apply)

○ Using Electronic Reserves
○ Having a resource specialist provide one-on-one assistance to my students
○ Partnering with a resource specialist to plan research assignments
○ Integrating primary resources from Special Collections and Archives into my course
○ Inserting relevant resources into my syllabus or course
○ Scheduling a customized course session for my class
○ Cable Channel Delivery

How else can we help you?

_____

Library Instruction Evaluation for Faculty Form

Xavier University
Xavier University Library
Cincinnati, Ohio

<p style="text-align:center">Faculty Library Instruction Evaluation   Monday, June 12, 2006
Hours Today: 8am to 10pm</p>

Please evaluate the class you have just experienced.

Date of the instruction:
_____ _____ _____

Course: _____

Section: _____

Your Name:
_____

Who was the Librarian that taught the class?

[   ]

Comment on the quality of instruction for session:

Please rate…	strongly disagree	disagree	neutral	strongly agree
The instruction was clear and understandable	○	○	○	○
The instruction helped my students locate library resources.	○	○	○	○

Comment on what was useful about this session:

Please rate…	Not useful	Somewhat useful	Very useful
Database searching	○	○	○
Xtreme subject guides	○	○	○
Overview of Library Home Page	○	○	○
AllCard	○	○	○
Help for users	○	○	○
XPLORE	○	○	○
OhioLINK	○	○	○
Document Delivery	○	○	○
My Library Record	○	○	○
E-mail notification	○	○	○
XuTutor	○	○	○

Comments…

[   ]

[Send It]   [Start Over]