

Curricular Policies and Procedures: Overview and Guiding Principles for Classroom Activities (Seventh Revision)

Cowles Library
Curriculum Committee
as reviewed and approved by Cowles Library Faculty Council

Scope of this document:

The purpose and scope of this document is to provide the principles, rationale, and pointers to established procedures for the instructional work of Cowles Library Faculty. The Library has a separate document for academic integrity in general, as it impacts all Library activities; that document is linked as Appendix Number 1 (all Appendices are linked at the bottom of this document)

Rationale

Cowles Library holds its primary purpose to be the provision of informational support for the academic mission of Drake University. The library seeks to achieve this goal not only through the selection and acquisition of works of scholarship in traditional and evolving academic disciplines, but also through the provision of instructional programs that enable students to make more effective, critically informed use of a rapidly expanding universe of information in the pursuit of their studies and in the development of intellectual interests that will enrich their lives after graduation. Cowles librarians hold to the view that teaching students to become intelligent users of information resources is crucial to the educational function of the library in particular and the university in general. Moreover, educating our library users is a natural extension of our role as faculty members at the university.

In light of these conditions, the Cowles Library faculty offers courses and provides a variety of instructional opportunities through which library users might improve their abilities to find, explore, and critically evaluate the information resources provided by the library to students, faculty and staff. This document is intended to elaborate a set of procedures for library faculty to consult and to be guided by in their instructional endeavors.

Scope and Composition of the Curriculum Committee

The faculty of Cowles Library has instituted a curriculum committee in order to oversee the library's various instructional offerings, to maintain high pedagogical standards, to assure conformity of course offerings with the library's mission, and to encourage the development of courses that enhance students' appreciation of and facility with the diverse range of information resources available to them in accord with the principles of information literacy developed by the ACRL. With respect to this last point, the

committee also seeks the development of cross-disciplinary courses offered by librarian instructors that meet general education requirements (AOIs) in addition to the information literacy AOI.

However, the committee neither claims nor seeks to exercise jurisdiction over courses taught by librarians that are cross-listed with other departments or schools under a different rubric. The committee acknowledges the authority of specific curriculum oversight units that have responsibility for areas of inquiry (AOI) requirements and the establishment of standards for courses meeting those requirements. Cowles Library's curriculum committee will coordinate its activities with such governance groups as the Drake Curriculum Committee and the curriculum committees of the various academic units when such consultations are required by the nature of the course offerings or when the potential for conflict arises between curricular policies of Cowles Library and those of the university or specific academic units within the university. Further, regarding courses cross-listed between the library and another academic unit, in instances where a specific curricular policy of Cowles Library is seen to conflict with or stand in opposition to an established curricular policy of the university, the university curricular policy shall take precedence over the library policy in question.

The Cowles Library Curriculum Committee shall be comprised of three full-time members of the Cowles Library faculty appointed by the Chair of the Cowles Library Faculty Council in consultation with all full-time members of the library faculty. The Curriculum Committee shall be deemed a standing sub-committee of the Council.

The Cowles Library Curriculum Committee shall also serve as the Academic Integrity Policy Committee. The Academic Integrity Policy Committee's (AIPC) duties include policy recommendation, implementation, and review of appeals for both grade and academic dishonesty; their duties are enumerated in detail here: <http://www.drake.edu/studentrecords/academicpolicies/academicintegritypolicy/> In those instances when the AIPC is reviewing an appeal that involves one of their members, the Chair of the Library Faculty Council shall appoint a replacement to AIPC for the duration of the appeal.

The members of the curriculum committee shall select one of their number to serve as chair. The chair so designated shall serve for a period of one year. The committee shall have responsibility for all instructional activities originating from within the library (except as already noted above). This would include credit-bearing courses as well as "one-shot" instructional sessions requested by faculty of instruction and sessions offered to first-year seminar sections. The committee may assign responsibility for various kinds of instructional offerings to specific librarians.

In the event of a vacancy occurring on the curriculum committee due to a member's sabbatical leave or a formal leave of absence, the committee shall conduct its business with the remaining two members. Should the vacancy occur in the committee chair's

position, the committee chair shall appoint a current committee member to serve as chair for the duration of the chair's absence, but not beyond the chair's normal term of service.

The curriculum committee shall meet at least once each semester.

Policies

General Classroom Management

Cowles Library instructors are responsible for the proper management of their classes and are to be guided by the standards enumerated in sections 2.113 and 2.13 (Standards of Instruction) of the Faculty Manual of Drake University.

Grading and Examinations

Grading and the establishment of grading standards is the responsibility of each individual librarian instructor and should follow university guidelines as laid out in the university's Academic Charter, section IV.A, and elaborated in the Faculty Manual, in sections 2.16 and 2.17. In no case shall a librarian instructor establish grading standards that conflict with the policies laid out in these governing documents.

Course Development and Approval of New Courses

Courses proposed by library instructors for inclusion in the library curriculum (i.e. under the "LIBR" rubric) must be submitted to the curriculum committee for approval at least one semester in advance of the course's first offering. A course may be offered once without such approval, but must meet the minimum requirements of "information literacy" laid out by the ACRL. The instructor proposing a given course is requested to submit a formal course proposal to the curriculum committee and a copy to the Dean of the Library. Electronic submission is preferred and one copy of the proposal should be sent to each committee member at least two weeks in advance of the committee's scheduled meeting. The sponsor of the proposed course is expected to be present at the meeting in which her/his proposal is to be considered. Upon approval of a new library (or information literacy) course by the committee, the instructor shall send a complete course description to the Dean of the Library, who will make appropriate arrangements to have the course included in the university's general course catalog.

Library staff (non-faculty) may be asked to develop a course, course module, or FYS. Staff must secure permission for teaching activities from his or her immediate supervisor and the Dean. Courses developed under the auspices of the library, must follow the procedures contained in this document.

Appeals of Grading

Note: Details on the procedures for both grade appeals and appeals relating to academic integrity are linked as Appendix No. 2, below.

Library instructors are urged to make clear to their students the criteria for assigning grades at the outset of each course they teach. Expectations for standards and benchmarks for each final letter grade should be indicated on the syllabus for the course and explained verbally at the beginning of the semester. Instructors should also emphasize that effort alone is not sufficient to earn a particular grade.

The procedure for addressing disputes over final grades assigned to students in library courses shall follow the procedures set forth in the Academic Regulations and Policies of the College of Arts and Sciences, section 4.6, Appeals of Academic Evaluations Policy and Procedures, and specifically section 4.6.4, “Grading Appeals,” with appropriate adjustments made to reflect the library’s administrative and faculty structure.

Academic Honesty

Note: Details on the procedures for both grade appeals and appeals relating to academic integrity are linked as Appendix No. 2, below.

Library faculty, like faculty in other academic units, expect their colleagues and students to adhere strictly to the tenets of intellectual probity at force in the academic community at large and at Drake University in particular. Library instruction faculty are strongly encouraged to define clearly in their syllabi and in the introductory sessions of the courses they teach what constitutes academic dishonesty and what the potential penalties are for violations of those rules. Students should be advised to consult the student handbook and relevant university policy statements regarding cheating, plagiarism, attribution of intellectual debt, etc. and be apprised of the instructor’s expectations in these matters. Cowles Library faculty are to be guided by the Administrative Procedures Handbook of the College of Arts and Sciences (<http://www.drake.edu/artsci/as/adminproteaching.html>), “Part 1: Teaching: Academic and Intellectual Honesty,” in addressing this issue.

Teaching Self-Evaluation

Librarian instructors shall devise methods for periodic evaluations of their teaching effectiveness for courses they are teaching. The choice of evaluation tools is the responsibility of the instructor but the instructor should be able to

provide rational justification of her or his choice of evaluation measure(s), it being understood that the evaluation tool used will depend on the nature and content of a course and that the instructor is the best judge of which tool or tools are most appropriate for a particular course.

Evaluation may be conducted as frequently as the instructor deems prudent, but shall be conducted at least once every two years. Evaluations should take into consideration such matters as advances in the state of knowledge in the field or subject, the effectiveness of the pedagogical approach(es) used by the instructor, and changes in the established outcomes of the course.

Program Assessment

The Curriculum Committee shall be responsible for the periodic assessment of the library's instructional program. A program assessment shall be undertaken at least once every three years and may be conducted more frequently if the chair of the faculty council, in consultation with the library dean or the provost, should direct that such a review be undertaken.

The Curriculum Committee shall be responsible for developing a methodology and appropriate measures for carrying out such assessments, for compiling reports, and for proposing changes to the library's curricular offerings. All reports and proposed changes shall be submitted for consideration to the faculty council and the library dean. The Curriculum Committee shall further be charged with seeing to it that any agreed upon changes to the library's curricular program are carried out by those librarians engaged in teaching.

Class Observations

Note: Detailed procedures for class observations are linked as Appendix No. 3, below

Librarian instructors teaching courses listed under the "LIBR" rubric should expect to have their teaching periodically observed and evaluated by two librarians designated to undertake such activity by the chair of the curriculum committee. Class observations shall be scheduled in consultation with the instructor. The observers shall observe at least one but not more than three class sessions of a given course taught by the instructor under review. A written report shall be composed by the observer and conveyed to the instructor. This report shall be the subject of a discussion between the chair of the curriculum committee and the instructor, or the observer and the chair of the curriculum committee in those instances where the curriculum committee chair is the instructor being observed. One copy of the final report shall be placed in the instructor's file and a second copy shall be provided to the instructor. The instructor shall have the right

to place in his or her file a response or rebuttal to the observers' report should he or she desire to do so. The instructor's response must be composed and transmitted to the chair of the curriculum committee within three weeks of the date of the meeting between the curriculum committee chair and the instructor. The chair shall transmit all observation reports to the chair of the faculty council who shall review the reports and then submit them to the office of the dean so that they may be placed in the instructor's file.

Cross-listed Courses

Courses bearing the LIBR rubric but proposed for fulfillment of AOIs other than the information literacy requirement are to be reviewed by the library curriculum committee and then forwarded to the university curriculum committee for final action. The decision of the university curriculum committee regarding such courses shall be final. Courses not approved by the library curriculum committee shall not be sent on to the university curriculum committee. The library curriculum committee shall create a standard form for new course proposals to be used by all library instruction faculty for new courses to be offered under the LIBR rubric.

Library faculty drafted or volunteering to teach a course in academic programs outside the library will be considered faculty of that particular program (or academic unit) for the duration of the specific course offered under that rubric by the library. The classroom activity of the librarian teaching such a course shall fall under the authority of the academic unit or program administering that course. From the perspective of the library, such teaching will be seen as falling under the category of work designated as "other duties as assigned." With regard to evaluation for tenure and/or promotion within the library, such teaching is to be considered as a professional activity commensurate with the librarian's status as a faculty member in a pro-active teaching library.

Linked Appendices:

- 1) Overview of Academic Integrity: Cowles Library Statement of Principles: see: <http://purpose.library.drake.edu/files/2011/06/academic-integrity.pdf>
- 2) Procedures for Appeals of Grades and for Appeals relating to Academic Honesty: See: <http://purpose.library.drake.edu/files/2012/06/grading-appeals.pdf>
- 3) Class Observation Procedures: See: <http://purpose.library.drake.edu/files/2011/06/class-observation.pdf>

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Cowles Library Curriculum Committee

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