

Instruction & Information Literacy Plan, 2007-2009

University of Wyoming Libraries Reference Department

MISSION

The mission of the instruction program at the University of Wyoming Libraries is to promote information literacy (IL) as necessary for academic success, personal and professional decision-making, civic participation, and life-long learning. Information literacy is defined as the ability to locate, evaluate, and use information effectively, and ethically. Students – both on campus and remote – are the primary audience for our instruction program. Because IL is best taught by integrating it into courses and disciplines across the curriculum, the Libraries endorse the University's inclusion of IL as a component of a general education.¹ Librarians and course instructors share responsibility for cultivating information-fluent students, employing a variety of instructional situations and methods. UW uses the *Information Literacy Competency Standards for Higher Education*², developed by the Association of College and Research Libraries (ACRL), as guidance for teaching and assessment of general IL outcomes and ACRL-recognized standards for IL skills and concepts significant to specific disciplines³

GOALS & OBJECTIVES

The information literate student:

1. determines the nature and extent of the information needed.
2. accesses needed information effectively and efficiently.
3. evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

To that end, librarians will collaborate with the University Studies Program (USP) and individual faculty to:

1. integrate IL across the curriculum in increasing complexity to meet the needs of undergraduate and graduate students.
2. design and offer a variety of classes, tutorials, and workshops to students.
3. develop a workshop for faculty on integrating information literacy into courses.
4. develop measurable outcomes for evaluation of the program.
5. develop a grading rubric for faculty to use in assessing student's IL skills.

CURRENT PROGRAM

Instruction methodology varies depending on the course or individual needs. Librarians provide instruction to individuals and classes in person or through interactive

¹ http://uwadmweb.uwyo.edu/AcadAffairs/Acad_Plan_Implementation/AP2_C/apii.pdf, Action Item 78, p.78.

² <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>

³ <http://www.ala.org/ala/acrlbucket/is/projectsacr/infolitdisciples/index.htm>

videoconference, audio-teleconference, online course management software, an interactive web tutorial, email, telephone, and instant messaging.

At present:

- IL is a core component of the USP program. Currently there are 30 courses with an L” designation (Appendix I). A reference librarian serves on this committee.
- Librarians taught 266 classes to 4,750 students in FY 2007. These numbers have risen each year since 2001.
- *TIP: Tutorial for Info Power* was created by librarians and has been a required assignment in all “L” courses since fall 2000. *TIP* underwent a complete revision in 2005. Approximately 2,000 students take *TIP* each year. (An additional 350 Sheridan College students utilize *TIP*.) (See Appendix I)
- Assessment of the effectiveness of *TIP* is scheduled for fall 2007.
- A matrix has been developed that maps IL outcomes with educational level i.e. LL lower level, SL sophomore level, UL upper level, AD advanced/graduate level. (Appendix II)
- A database has been created to track instruction by librarian, academic department, and educational level. (Appendix III)
- A one credit hour online IL course has been approved by USP and the University course committee and will be offered spring of 2008. It will be taught by two librarians.
- A three credit hour IL course has been approved by USP and awaits approval of the University course committee. It is anticipated that it will be offered fall of 2008 and will be taught by two librarians.
- The Libraries is in the process of hiring a distance learning librarian who will have some responsibility for developing instructional tutorials.
- Orientations for faculty, athletes, graduate students, teaching assistants, and international students are held at the beginning of fall semester.
- Librarians offer IL instruction to students participating in Upward Bound, History Day, summer camps/institutes, and the International Baccalaureate Program.
- A librarian is co-teaching a graduate research course with an education faculty member fall 2007.

FUTURE INITIATIVES

- Utilize instructional technology to create mini-tutorials.
- Offer instruction across campus, i.e. outside of the Libraries’ electronic classroom.
- Offer workshops to faculty and grad students on EndNote, new databases, RSS feeds.
- Embed librarians in online courses and eCompanion to offer instruction and reference.
- Develop a grading rubric to assist faculty in evaluating the information literacy skills of students
- Identify which disciplines are not getting instruction and initiate contact with these departments.

- Investigate the application of gaming to instructional tutorials.
- Investigate the development and application of Web 2.0 to library services.
- Investigate social networking e.g. Facebook as a means of offering reference and instruction at point of need.

EVALUATION & ASSESSMENT

- The Reference Department will review the instruction program on an annual basis.
- COJO 1000 and ENGL 1010 assignments will be reviewed annually with department contacts 7/26/2007 and revised as needed.
- Pre and post-test *TIP* scores will be used to evaluate the effectiveness of the tutorial.
- Students and faculty will complete evaluations of each instruction session.
- A grading rubric will be created to assist faculty in evaluating the information literacy skills of students.

ADMINISTRATIVE & INSTITUTIONAL SUPPORT

- Information literacy is incorporated in The University's Academic Plan, 2004-2009 as Action Item 78.
- The University Studies Program supports information literacy as an embedded core component. In addition, the USP committee has approved two distinct information literacy credit classes.
- Library administration works in collaboration with the Head of Reference and Instruction to ensure that the instruction mission and strategic plan are included in the Libraries' and University's academic plan.
- The Head of Reference and Instruction has responsibility for leadership of the instruction program.
- The Head of Reference and Instruction works in partnership with reference/instruction librarians to promote, implement, integrate and assess the Libraries' instruction program. In addition, they work to integrate information literacy across the curriculum.

GENERAL OUTCOMES

The implementation of a robust IL program has changed the nature of the reference librarian's work. In general, there has been a continual rise in the number of instruction sessions since 2001 (127 sessions in FY 2001 to 266 sessions in FY 2007). The rise correlates with the implementation of the *TIP* tutorial (2001) and the embedding of information literacy as a required component of the University Studies Program (2003).

In FY 2007 the number of hours spent working the reference desk decreased and the time spent in instruction, individual consultations, collection development and liaison work with faculty increased. The decrease in time working the reference desk was in part due to the integration of Science librarians and services previously offered at the Science Library into the work of the Coe Reference Department. The large increase to the

collection development budget also required reference librarians to devote more time to selecting materials and working with faculty.

APPENDIX I:

Satisfying the L Requirement for Transfer Students and Returning Students

http://uwadmnweb.uwyo.edu/unst/Advisors/Temporary_L.htm

The L course is required for all students under USP 2003. Even if the I requirement is waived, you must still satisfy the L requirement. However, some students may be eligible to satisfy the L requirement if they meet one of the following criteria and pass the [TIP exam](#) (offered by the [University Libraries](#)) with a minimum score of 70%. **This approach is temporary, and should be used when it is the only reasonable and timely option for the student.** Students will receive no credit hours for the exam and will not be assessed a fee. The eligibility criteria are:

- A. Students who transfer to UW with 16 or more credits (post high school) or
- B. Students who began their UW career under USP 1991, left UW for one or more years, and are returning to UW under USP 2003.

Students who are eligible for this approach should complete a University Studies Petition, requesting a substitution of the L Requirement with the TIP exam. The petition should be signed by the student's advisor and submitted to the University Studies Coordinator (Old Main, Room 312). The processing of the petition will be completed after the student's TIP score has been verified with University Libraries

This policy is temporary, and will expire in December 2007.

APPENDIX I:

USP Approved Information Literacy (L) Courses

<i>Course Prefix</i>	<i>Course Number</i>	<i>Course Name</i>	<i>Credit Hours</i>	<i>USP 91 Designation</i>	<i>Approved USP 2003 Categories</i>
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A&S	1000	Intellectual Community of Undeclared Students	2		I	L
ACCT	1020	Principles of Accounting II	3			L
AGEC	1000	Agriculture and Applied Economics Orientation	2	F1	I	L
ANSC	1000	Intellectual Community in Animal and Veterinary Sciences	1	n/a	I	L
ANTH	2000	Introduction to Linguistic Anthropology	3	n/a		L
BIOL	1001	Biology as Culture	2	n/a	I	L
BUSN	1010	Introduction to Business Information Literacy	.5	F1		L
CHEM	1001	The Chemical Community	1	n/a	I	L
CNSL	1000	Relationship Skills: Counseling in Action	3		I	L
CNSL	2200	Introduction to Student Leadership	2	n/a	CS	L
COJO	1001	Issues in the Mass Media	1	n/a	I	L
COJO	1041	Issues in Human Communication	1	n/a	I	L
CRMJ	3680	Research Methods	3	M3	WC	L
EDSE	1000	Exploring Hot Topics in Secondary Education	2		I	L
EDST	1500	Education for Social Justice	3		I	L
ENR	1100	Environment and Natural Resource Problems and Policies	2	F1	I	L
ES	1000	Orientation to Engineering	1	F1	I	L
ES	1002	Introduction to Engineering Information Literacy	.5	n/a		L
ESS	1000	Wyoming in the Earth System	2		I	L
FCSC	1010	Perspectives in Family and Consumer Sciences	2	n/a	I	L
GEOG	1001	Intellectual Community/Earth Sciences	1	F1,S3	I	L
HIST	3020	Historical Methods/Introduction to Historical Methodology	3		L	WB
HLSC	1010	Exploring the Health Sciences	1	n/a	I	L
HLSC	1020	Intellectual Community: Women in Sports	3		I	L
HP	1020	Freshman Honors Colloquium I	3	W1	WA	L
HP	1151	Freshman Honors Colloquium I	3	C1	CH	L
INST	1020	Proseminar II	1			L
ITEC	1000	Visual Literacy for Life and Learning	4		I	L
ITEC	2360	Teaching with Microcomputers	3	n/a	L	
KIN	1004	Foundations of Physical Education	3		I	L
KIN	1005	Introduction to Kinesiology and Health Promotion	2	n/a	I	L
LIB	3010	Research from a Distance	1		L	
MUSC	1003	Introduction to University Life as a Music Major	3	F1	I	L
NURS	1000	Introduction to the Intellectual Community in Nursing	1	F1	I	L
NURS	4150	Professional Roles: Researcher	3	M3		L
PHCY	6250	Drug Literature Evaluation	3	W3	WC	L
POLS	1111	Issues in Political Science	1-3	n/a	I	L

Course Prefix *Course Number* *Course Name*

Credit Hours *USP 91 Designation* *Approved USP 2003 Categories*

PSYC 1001	Issues in Psychology	1	n/a	I	L
SOWK 1001	Intellectual Community in Social Work	3	n/a	I	L
SOWK 1002	Intellectual Community: The Social Work Profession	3	n/a	I	L
SOWK 1900	Women and Leadership	3		O	L
THEA 1021	Freshman Seminar: Academic and Professional Issues in Dance	1	n/a	I	L
UWYO 1000	Intellectual Community of Undeclared Students	2		I	L
UWYO 1450	Building Community, Affirming Diversity: Strategies for Success in College and Life	3	F1	I	L
WMST 1020	Intellectual Community: Women in Sports	3		I	L
WMST 1900	Women and Leadership	3	C2	O	L

APPENDIX II: UW Libraries Instruction Program Coverage of ACRL Standards

ACRL Standard 1: The information literate student determines the nature and extent of the information needed.

Performance Indicator 1.1: defines and articulates the need for information.

<u>Outcome</u>	<u>Covered?</u>
1.1.a Confers with instructors, peers, or librarians to identify a research topic or other information need	Covered by N-LL-01
1.1.b Develops a thesis statement and formulates questions based on the information need	Covered by N-LL-02
1.1.c Explores general information sources to increase familiarity with the topic	Covered by N-LL-03
1.1.d Defines or modifies the information need to achieve a manageable focus	Covered by N-LL-04
1.1.e Identifies key concepts and terms that describe the information need	Covered by N-LL-05
1.1.f Recognizes that existing information can be combined with original thought, experimentation, and/or analysis to produce new information	Covered by N-UL-01

Performance Indicator 1.2: identifies a variety of types and formats of potential sources for information.

<u>Outcome</u>	<u>Covered?</u>
1.2.a Knows how information is formally and informally produced, organized, and disseminated	Covered by N-UL-02
1.2.b Recognizes that knowledge can be organized into disciplines that influence the way information is accessed	Covered by N-SL-03
1.2.c Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)	Covered by N-SL-04
1.2.d Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)	Covered by N-LL-06
1.2.e Differentiates between primary and secondary sources, recognizing how their use and importance vary with each discipline	Covered by N-SL-01
1.2.f Realizes that information may need to be constructed with raw data from primary sources	Covered by N-UL-03

Performance Indicator 1.3: considers the costs and benefits of acquiring the needed information.

<u>Outcome</u>	<u>Covered?</u>
1.3.a Determines availability of information and considers going beyond local resources (e.g., ILL; other libraries; obtaining images, videos, text, or	Covered by N-SL-02

1.3.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	Not covered by librarians
1.3.c	Defines a realistic overall plan and timeline to acquire the needed information	Covered by N-UL-04

Performance Indicator 1.4: reevaluates the nature and extent of the information need.

<u>Outcome</u>	<u>Covered?</u>	
1.4.a	Reviews the initial information need to clarify, revise, or refine the	Covered by N-LL-04
1.4.b	Describes criteria used to make information decisions and choices	Covered by N-SL-05

ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator 2.1: selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

<u>Outcome</u>	<u>Covered?</u>	
2.1.a	Identifies appropriate investigative methods (e.g., laboratory experiment, simulation, fieldwork)	Covered by A-UL-01
2.1.b	Investigates benefits and applicability of various investigative methods	Covered by A-UL-01
2.1.c	Investigates the scope, content, and organization of information retrieval systems	Covered by A-LL-01
2.1.d	Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system	Covered by A-UL-02

Performance Indicator 2.2: constructs and implements effectively-designed search strategies.

<u>Outcome</u>	<u>Covered?</u>	
2.2.a	Develops a research plan appropriate to the investigative method	Covered by N-UL-04
2.2.b	Identifies keywords, synonyms, and related terms for the information	Covered by N-LL-05
2.2.c	Selects controlled vocabulary specific to the discipline or information retrieval source	Covered by A-UL-03
2.2.d	Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean, truncation, proximity for search engines; internal organizers such as indexes for books)	Covered by A-UL-02
2.2.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	Covered by A-UL-02
2.2.f	Implements the search using investigative protocols appropriate to the discipline	Covered by A-UL-03

Performance Indicator 2.3: retrieves information online or in person using a variety of methods.

<u>Outcome</u>	<u>Covered?</u>
2.3.a Uses various search systems to retrieve information in a variety of	Covered by A-LL-01
2.3.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	Covered by A-LL-02
2.3.c Uses specialized online or in person services available at the institution to retrieve information needed (ILL, professional associations, institutional research offices, community resources, experts and practitioners)	Covered by N-SL-02
2.3.d Uses surveys, letters, interviews, and other forms of inquiry to retrieve primary information	Covered by A-UL-04

Performance Indicator 2.4: refines the search strategy if necessary.

<u>Outcome</u>	<u>Covered?</u>
2.4.a Assesses the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems or investigative methods should be utilized	Covered by A-LL-03
2.4.b Identifies gaps in the information retrieved and determines if search should be revised	Covered by E-LL-01
2.4.c Repeats search using revised strategy as necessary	Covered by E-LL-01

Performance Indicator 2.5: extracts, records, and manages the information and its sources.

<u>Outcome</u>	<u>Covered?</u>
2.5.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	Covered by A-SL-01
2.5.b Creates a system for organizing the information	Covered by A-LL-04
2.5.c Differentiates between the types of sources cited and understands the elements and correct syntax of a citation for a wide range of resources	Covered by A-LL-05
2.5.d Records all pertinent citation information for future reference	Covered by A-LL-05
2.5.e Uses various technologies to manage the information selected and organized	Covered by A-LL-04

ACRL Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicator 3.1: summarizes the main ideas to be extracted from the information gathered.

<u>Outcome</u>	<u>Covered?</u>
3.1.a librarians	Reads the text and selects main ideas Not covered by
3.1.b librarians	Restates textual concepts in his/her own words and selects data Not covered by
3.1.c librarians	Identifies verbatim material that can be then appropriately quoted Not covered by

Performance Indicator 3.2: articulates and applies initial criteria for evaluating both the information and its sources.

<u>Outcome</u>	<u>Covered?</u>
3.2.a librarians	Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias Covered by E-SL-02
3.2.b librarians	Analyzes the structure and logic of supporting arguments or methods Not covered by
3.2.c	Recognizes prejudice, deception, or manipulation Covered by E-SL-02
3.2.d	Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information Covered by E-UL-01

Performance Indicator 3.3: synthesizes main ideas to construct new concepts.

<u>Outcome</u>	<u>Covered?</u>
3.3.a librarians	Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence Not covered by
3.3.b librarians	Extends initial synthesis, when possible, at a higher level of abstraction to construct new hypotheses that may require additional information Not covered by

Performance Indicator 3.4: compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.

<u>Outcome</u>	<u>Covered?</u>
3.4.a	Determines whether information satisfies the research or other information need Covered by E-LL-01
3.4.b	Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources Covered by E-SL-02
3.4.c	Draws conclusions based upon information gathered Covered by E-LL-02
3.4.d	Tests theories with discipline-appropriate techniques (e.g., simulators, Not covered by

librarians	experiments)	
3.4.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	Covered by E-SL-02
3.4.f librarians	Integrates new information with previous information or knowledge	Not covered by
3.4.g	Selects information that provides evidence for the topic	Covered by E-LL-03

Performance Indicator 3.5: determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.

<u>Outcome</u>	<u>Covered?</u>	
3.5.a	Investigates differing viewpoints encountered in the literature	Covered by E-LL-03
3.5.b	Determines whether to incorporate or reject viewpoints encountered	Covered by E-LL-03

Performance Indicator 3.6: validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, or practitioners.

<u>Outcome</u>	<u>Covered?</u>	
3.6.a librarians and b	Participates in classroom and other discussions, including electronic	Not covered by
3.6.c	Seeks expert opinion through a variety of mechanisms (e.g., interviews, email, listservs)	Covered by E-SL-01

Performance Indicator 3.7: determines whether the initial query should be revised.

<u>Outcome</u>	<u>Covered?</u>	
3.7.a	Determines if original information need has been satisfied or if additional information is needed	Covered by E-LL-01
3.7.b	Reviews search strategy and incorporates additional concepts as	Covered by E-LL-01
3.7.c librarians	Reviews information retrieval sources used and expands to include others as needed	Not covered by

ACRL Standard 4: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicator 4.1: applies new and prior information to the planning and creation of a particular product or performance.

<u>Outcome</u>	<u>Covered?</u>
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4.1.a librarians	Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)	Not covered by
4.1.b librarians	Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance	Not covered by
4.1.c librarians	Integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance	Not covered by
4.1.d librarians	Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context	Not covered by

Performance Indicator 4.2: revises the development process for the product or performance.

<u>Outcome</u>	<u>Covered?</u>
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4.2.a	Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process	Covered by
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4.2.b	Reflects on past successes, failures, and alternative strategies	Covered by
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Performance Indicator 4.3: communicates the product or performance effectively to others.

<u>Outcome</u>	<u>Covered?</u>
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4.3.a librarians	Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience	Not covered by
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4.3.b librarians	Uses a range of information technology applications in creating the product or performance	Not covered by
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4.3.c librarians	Incorporates principles of design and communication	Not covered by
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4.3.d librarians	Communicates clearly and with a style that supports the purposes of the intended audience	Not covered by
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ACRL Standard 5: 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 Indicator 5.1: understands many of the ethical, legal and socio-economic issues surrounding information and information technology.

<u>Outcome</u>	<u>Covered?</u>
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5.1.a	Identifies and discusses issues related to privacy and security in both the print and electronic environments	Covered by I-SL-01
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5.1.b	Identifies and discusses issues related to free vs. fee-based access to information	Covered by I-LL-01
5.1.c	Identifies and discusses issues related to censorship and freedom of	Covered by I-UL-01
5.1.d	Demonstrates an understanding of intellectual property, copyright, and fair use of copyrighted material	Covered by I-LL-02

Performance Indicator 5.2: follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

<u>Outcome</u>	<u>Covered?</u>	
5.2.a librarians	Participates in electronic discussions following accepted practices (e.g. "Netiquette")	Not covered by
5.2.b	Uses approved passwords and other forms of ID for access to information resources	Covered by I-LL-03
5.2.c	Complies with institutional policies on access to information resources	Covered by I-LL-03
5.2.d	Preserves the integrity of information resources, equipment, systems and facilities	Covered by I-LL-04
5.2.e	Legally obtains, stores, and disseminates text, data, images, or sounds	Covered by I-LL-02
5.2.f	Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own	Covered by I-LL-05
5.2.g librarians	Demonstrates an understanding of institutional policies related to human subjects research	Not covered by

Performance Indicator 5.3: acknowledges the use of information sources in communicating the product or performance.

<u>Outcome</u>	<u>Covered?</u>	
5.3.a	Selects an appropriate documentation style and uses it consistently to cite sources	Covered by I-LL-05
5.3.b	Posts permission granted notices, as needed, for copyrighted material	Covered by I-LL-02

APPENDIX III: LIBRARY INSTRUCTION BY DEPARTMENT

<p>Agricultural & Applied Economics Second Ed</p> <p>AGEC 3400 AGEC 4710 AGEC 4950 faculty</p> <p>Agriculture</p> <p>AGRI 4546</p> <p>Agroecology</p> <p>AECL 1000</p> <p>American Indian Studies</p> <p>AIST 4990</p> <p>American Studies</p> <p>AMST 1030</p> <p>Animal Science</p> <p>ANSC 1000</p> <p>Anthropology</p> <p>4050a ANTH 1000 4050b</p> <p>Art</p> <p>ART 1010 ART 1130 ART 2730 ART 3710 ART 3770 ART 4730 ART 4790</p> <p>Resources</p> <p>ART 4830 ART 4850</p> <p>Science</p> <p>Business</p> <p>MBAM 5130</p> <p>Sciences</p> <p>Chemical Engineering</p> <p>CHE 4070</p> <p>Chemistry</p> <p>CHEM 1001</p>	<p>Communication & Journalism</p> <p>COJO 1001 COJO 1010 COJO 1041</p> <p>COJO 3070 COJO 3300 COJO 3310</p> <p>Computer Science</p> <p>COSC 5050</p> <p>Criminal Justice</p> <p>CRMJ 3680</p> <p>Education: ALT</p> <p>ADED 1008 ADED 5020 ADED 5240</p> <p>ITEC 1000</p> <p>ITEC 2360</p> <p>Education: Counselor Ed</p> <p>CNSL 1000 CNSL 5060 CNSL 5873 EDRE 5530</p> <p>Education: Curriculum & Instruction</p> <p>EDCI 5870</p> <p>Education: Ed Leadership</p> <p>EDAD 5600</p> <p>EDAD 5720</p> <p>Education: Ed Studies</p> <p>EDST 1500</p> <p>Education: Elementary Ed</p> <p>EDEL 4409</p>	<p>Education:</p> <p>EDSE 3275 EDSE 4276 EDSE</p> <p>Engineering</p> <p>ES 1000</p> <p>English</p> <p>ENGL 1010 ENGL 1020 ENGL 1210 ENGL 2005 ENGL 2020 ENGL 2350 ENGL 2410 ENGL</p> <p>ENGL</p> <p>ENGL 4110 ENGL 4120 ENGL 4360 ENGL 4460 ENGL 4500 ENGL 5560 ENGL????</p> <p>Env & Nat</p> <p>ENR 1100</p> <p>Fam & Cons</p> <p>FCSC 4138</p> <p>Health</p> <p>HLSC 1010 SPPA 1010 WWAMI</p>
<p>History</p> <p>Dance</p> <p>HIST 2050 HIST 3020 HIST 5880</p> <p>Honors</p>	<p>Pharmacy</p> <p>PHCY 4170 PHCY 6170 PHCY 6241 PHCY 6250</p>	<p>Theater &</p> <p>THEA 1020 THEA 2200 THEA 3410 THEA 4010</p>

HP 1020	Political Science	THEA 4030
International Studies	POLS 2310	THEA 4200
INST 1010/1020	POLS 4710/4870	Tutorial
Kinesiology & Health	POLS 4890	TIP
KIN 1005	POLS 4910	Women's
Studies		
KIN 3037	POLS 5000	WMST
1020		
KIN/HLED 5085	Psychology	WMST
3500		
Management	PSYC 1001	WMST
4500		
MGT 4410	PSYC 2000	
MGT 4420	SEO-Student Educational Opportunity	
Mathematics	A&S 1205	
MATH 1305	Social Work	
Music	SOWK 1001	
MUSC 1001	SOWK 1002	
MUSC 1003	SOWK 4460	
MUSC 1340	SOWK 4560	
MUSC 2050	SOWK 5100	
MUSC 4330	SOWK MSW	
MUSC 4990	Sociology	
MUSC 5310	SOC 2090	
MUSC 5390	SOC 4110	
Nursing	SOC 4250	
NURS 1000	Spanish	
NURS 4150	SPAN 4190/5190	
NURS 5111	SPAN????	
NURS 5120	Synergy	
Other (Non-UW)	ENGL 1010SYN	
COJO 1010LCCC	UWYO 1450	
ENGL 1010EWCC		
INTL BACC		
TOUR		
UB/MSIP		