STANDARDS		Introductory/Novice Skills (to be met on completion of 30-32 credits)	Gateway/Developing Skills (to be met on completion of 60-64 credits)
1. Identifies and addresses information need		a) Identifies research topic or information need. b) Drafts research question(s) relevant to thesis or information need using unambiguous language. c) Uses general information sources to identify relevant concepts/vocabulary and inform basic understanding of the research topic or information need.	a) Uses subject or discipline-specific information sources to better inform an understanding of the research topic or information need and to determine the extent of available information sources before proceeding. b) Establishes realistic timeline to accomplish research.
2. Accesses information effectively and efficiently	1. Selects search tools	a) Identifies similarities and differences among types of information sources—books, journals, newspapers, Internet, reference materials. b) Recognizes similarities and differences among different formats of information—print, electronic, human. c) Identifies and selects appropriate tool for information need.	a) Recognizes differences between general and discipline-specific sources. b) Utilizes appropriate specialized information sources, such as government documents and professional organizations.
	2. Constructs search strategies	a) Identifies search terms relevant to research topic.	a) Conducts subject searches using appropriate controlled vocabulary. b) Applies advanced search strategies, such as Boolean logic (and/or/not) and truncation.
	3. Retrieves information	a) Uses library catalog and classification system to find books on shelves. b) Uses multi-disciplinary databases. c) Identifies issues related to on-and off-campus access of fee-based online sources. d) Uses URLs to locate Web sites. e) Identifies citation elements for information sources in different formats (e.g., book, article, chapter).	a) Requests/ accesses information beyond local resources (e.g., Interlibrary Loan, other libraries). b) Uses subject or discipline-specific databases. c) Uses bibliographies or citations to find materials.
	4. Refines search strategies	a) Evaluates search results to determine relevance to topic. b) Modifies search strategies to broaden or narrow topic.	a) Identifies gaps in information gathered. b) Identifies alternative search tools.
	5. Extracts, records & manages information sources	a) Uses a variety of technologies to select and access resources. b) Organizes gathered information. c) Determines availability of item. d) Demonstrates the ability to view/download/email references and articles. e) Distinguishes between abstract and full text.	a) Uses advanced technologies (e.g., folders, RSS, preferences) to exploit functionality of information resources. b) Uses electronic links to access information sources online.
3. Evaluates and thinks critically about information		a) Evaluates information sources for their relevance to need, appropriateness/audience, authority, reliability, currency, and point-of-view/bias. b) Identifies a source's main idea and major points. c) Distinguishes between scholarly vs. popular sources; articles vs. editorials vs. reviews. d) Distinguishes between free Internet sources and library databases.	a) Analyzes the logic of arguments in the information gathered. b) Recognizes and describes various aspects of a source that may impact its value for a *specific* research project (e.g., bias and currency may impact the value of the information). c) Distinguishes between primary vs. secondary sources in a subject or discipline-specific context. d) Distinguishes between trade publications and general sources. e) Determines whether additional information, source types, and/or viewpoints are necessary.
4. Uses information effectively for a specific purpose		a) Completes a research product (e.g., project, paper, report, essay) that incorporates newly acquired and prior information. b) Presents the research product effectively using the most appropriate medium for the intended audience (e.g., text, images, audiovisual).	a) Evaluates past and alternative strategies for integrating new and prior information into the completion of a research product. b) Uses a range of formats and technologies, incorporating principles of design and communication, to present a research product.
5. Uses information ethically and legally		a) Cites sources and compiles a bibliography or reference list, according to a standard format. b) Demonstrates an understanding of copyright, plagiarism, intellectual property and academic integrity by completing a research product that meets institutional criteria.	a) Makes consistent and correct use of a citation style appropriate to the discipline. b) Demonstrates knowledge of what constitutes plagiarism by properly representing content and ownership of original source materials.

INTRODUCTION

An information literate person is one who can "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."[1] This is a skill that needs to be developed in all students as it forms the basis for lifelong learning. "It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning."[2]

The Middle States Commission on Higher Education, in its publication "*Developing Research and Communication Skills*", states that many institutions include some information literacy skills in their general education programs. However, "whether or not information literacy is part of the general education requirements, instruction should occur in an integrated and coherent approach throughout the curriculum so that students experience increasingly sophisticated concepts as they progress through the institution."[3] The six regional accreditation agencies have recognized information literacy as an integral educational concept.

This document has been designed to help institutions with that information literacy progression. The intention is that it be used as a framework by colleges and universities to integrate information literacy into the curriculum so that faculty and librarians can share a common understanding of the expected student learning outcomes. The document seeks to define the information literacy skills and competencies which must be mastered at the first and second year collegiate level by all students. It has deliberately been designed as a basic framework to provide a starting point for discussion, development and customization by institutions.

These Progression Standards have been produced by academic librarians working in two and four year colleges across the state of New Jersey. They are based on the Association of College and Research Libraries (ACRL) "*Information Literacy Competency Standards for Higher Education*" and were adapted from the *Information Literacy Learning Outcomes for SUNY Oswego Undergraduates*. [4] The ACRL Standards themselves have been endorsed by the American Association for Higher Education and the Council of Independent Colleges.

1. American Library Association. *Presidential Committee on Information Literacy: Final Report*. (Chicago: American Library Association, 1989.) Retrieved October 13, 2009: http://www.ala.org/ala/mgrps/divs/acrl/publications/whitepapers/presidential.cfm

2. American Library Association, Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. (Chicago: American Library Association, 2000.) Retrieved October 13, 2009: http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf

3. Middle States Commission on Higher Education. *Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum*. (Philadelphia: Middle States Commission on Higher Education, 2003.) Retrieved October 13, 2009: http://www.msche.org/publications/devskill050208135642.pdf

4. State University of New York (SUNY) Oswego, Information Literacy Learning Outcomes. (SUNY, 2006). Retrieved October 13, 2009: http://www.oswego.edu/library/instruction/outcomes.pdf

STANDARDS IN PRACTICE

The following are examples of library based assignments that can be adapted and used within any discipline/subject field and require students to explore, utilize and evaluate various library resources as well as Internet resources. These assignments (courtesy of the Cheng Library, William Paterson University of New Jersey) are designed to align with the indicated Progression Standards for Information Literacy. More examples can be found at: http://njla.pbworks.com/Progression-Standards-for-Information-Literacy

Opposing Viewpoints (This assignment emphasizes **Introductory Level** skills.)
Select an issue or topic that offers the opportunity to defend or reject a particular position. Divide the class into two groups (pro or con) and have students gather evidence in support of their assigned position. Have students discuss their findings during an in-class debate. Students will learn to formulate search statements specific to their needs, identify and evaluate sources of information and use that information to construct arguments.
Introductory Level in Standards:

- Identify a research topic or information need – **Introductory Skill 1(a)**
- Identify and select appropriate tool for information need - **Introductory Skill 2.1(c)**
- Identify search terms relevant to research topic - **Introductory Skill 2.2(a)**
- Use a multi-disciplinary database to locate information - **Introductory Skill 2.3(b)**
- Organize gathered information - **Introductory Skill 2.5(b)**
- Evaluate information sources for their relevance to need, appropriateness/audience, authority, reliability, currency and point of view/bias - **Introductory Skill 3(a)**

Citation Examination (This assignment emphasizes **Introductory & Gateway Level** skills.)
Have students review a bibliography found in their textbooks (or alternate source). Ask students to identify what type of resource is denoted by each entry. Ask students to locate and obtain a copy of one or more of the listed sources. Students will learn how to identify sources of information through citations and recognize the value and importance of utilizing a bibliography to gather additional sources of information.
Introductory and Gateway Levels in Standards:

- Use bibliographies or citations to find materials - **Gateway Skill 2.3(c)**
- Use a variety of technologies to select and access resources - **Introductory Skill 2.5 (a)**
- Identify similarities and differences among types of information sources (e.g. books, journals, newspapers, Internet, reference materials) - **Introductory Skill 2.1 (a)**

Annotated Bibliography (This assignment emphasizes **Gateway Level skills.**)
Have students find a specified number (and type) of sources on a topic and write descriptive or evaluative annotations. Students will learn how to locate and access library resources and become accustomed to developing search strategies by extracting keywords or phrases from a topic. Students will also learn the format of a particular citation style.
Gateway Level in Standards:

- Use subject or discipline specific information sources to better inform an understanding of the research topic or information need and to determine the extent of available information sources before proceeding - **Gateway Skill 1(a)**
- Recognize differences between general and discipline specific sources - **Gateway Skill 2.1(a)**

For more information, view the wiki at:
http://njla.pbworks.com/Progression-Standards-for-Information-Literacy

INFORMATION LITERACY PROGRESSION STANDARDS

For use in New Jersey Colleges and Universities

Developed through the collaboration of

◆ The Shared Information Literacy Committee of VALE

◆ The User Education Committee of NJLA/ACRL

◆ The Academic Reference Librarians of CJRLC

VALE *new jersey*

NEWJERSEY Library Association

CJRLC We are connected

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