When new courses are created or existing courses are updated, the faculty author checks a box in CurricUNET that indicates either that 1) the library has been contacted about needed materials or 2) that no new materials are needed for the course. Throughout this document, Astronomy 160 (Introduction to Modern Astronomy) will be used as an example. Below is an image showing that the faculty author of ASTRO 160 indicated that no new library materials are needed:
Once a course has been approved by the division dean and the Technical Review Committee, it becomes available for the Librarian representative to the Curriculum committee to review. Below is an example of courses in the Librarian’s approval queue:

The Librarian representative to the Curriculum committee reviews each course in the queue for the possibility of needed library materials. The Librarian does this even if the author indicated no new materials are needed.
To determine the possible need for new materials, the Librarian reads the Course Outline of Record. The most useful areas to read are the Methods of Instruction, Assignments, Textbooks, and Methods of Evaluation. Below are screen shots of these portions of the Course Outline of Record for Astronomy 160:

C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following methods:
   1. Thorough discussion of weekly homework assignments
   2. Lectured discussions on scheduled topics
   3. Demonstrations, as needed
   4. In-class discussion of current news items in astronomy
   5. Possible field trips

D. ASSIGNMENTS (TYPICAL)
   1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
      Time spent on coursework in addition to hours of instruction (lecture hours)
      A. Weekly reading assignments will be given to the students of this course. Each weekly assignment will have a number of graded questions and graded computer tutorials to aid the student in being an active learner of important science concepts.

   2. EVIDENCE OF CRITICAL THINKING
      Assignments require the appropriate level of critical thinking
      A. Example of a student interpreting scientific data: The student is presented a graph from the textbook showing the temperature of the Universe with time. Student questions: (a) In basic terms, what does the graph show? (b) What is the age of the Universe presently? (c) Suppose you want to know what the temperature of the universe was 1 billion years ago. Where along the horizontal axis should you look? (d) What was the approximate temperature of the universe when the universe was just 1 second old? (e) Today, the temperature of the universe (that is, of the cosmic microwave background) is about 3 K. How many times hotter was the universe when it was 1 second old than it is today?
      B. Example of an exam question: Describe in detail how matter-antimatter pairs were created in the early Universe. Also, describe the importance of this process in our understanding the early Universe.
      C. Example of an exam question: How long did the era of nucleosynthesis last? Explain why this era was so important in determining the chemical composition of the universe.

E. TEXTS AND OTHER READINGS (TYPICAL)
In this example, the most important information for the Librarian is found in the Evidence of Appropriate Workload for Course Units in the Assignments section (see arrow). The faculty author writes: “Weekly reading assignments will be given to the students of this course,” which indicates that the students will not be assigned to find reading materials on their own. Additionally, there are no research assignments listed in the Methods of Evaluation (see arrow).

Each course is different, but the information needed to decide about new materials is always somewhere in the Course Outline of Record. If the course will require additional materials, the Librarian representative to the Curriculum committee (who, presently, is also the Collection Development Librarian) contacts the faculty author and, if appropriate, orders new materials. Similarly, if the Course Outline of Record shows that a research project is a part of the course, the Librarian representative to
the Curriculum committee will forward the entire Course Outline of Record to the Librarian liaison to the appropriate division so that the Librarian liaison can contact the faculty author to offer assistance with the research portion of the course. Sometimes these conversations identify additional materials needed, and the Librarian liaison will notify the Collection Development Librarian.

In the case of Astronomy 160, once it was determined that no additional library materials were needed to support the curriculum, the Librarian representative to the Curriculum committee checked the box that indicates the course has been reviewed by the Librarian. Below is an image from CurricUNET that indicates that the Librarian has reviewed the course: