In early 2015, the Association of College and Research Libraries (ACRL, a division of the American Library Association (ALA) released the final version of the Framework for Information Literacy for Higher Education (Framework). With the Framework, the ACRL sought to conciliate and address long-standing contentions of varying conceptualizations of information literacy (IL) based on the Information Literacy Competency Standards for Higher Education (Standards) which had been critiqued since its adoption in 2000. The purpose of this work is to explore the existence of, in the context of Library and Information Sciences (LIS) undergraduate education in the United States, differences in definitions of information literacy (IL) by academic librarians, scholars, and the ACRL. Differing definitions in LIS by these three groups hold significant importance, not the least for pedagogy, practice, and the IL skills of undergraduate students.