10-11f.

LSC Use Only **No:** **LSC Action-Date:**	**UWUCC USE Only No. Action Date:**	**UWUCC Action-Date:**	**Senate**
	09-40M	*App 2/16/10* *T-3/23/10* *Rv App 3-15-11 App 3-22-11*	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) **David Pistole & B. Gail Wilson**	Email Address dpistole@iup.edu bgwilson@iup.edu
Proposing Department/Unit **Liberal Studies**	Phone **357-5715, 357-2612, 357-3210**

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

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1. Course Proposals (check all that apply)

   _____**New Course**   _____**Course Prefix Change**   _____**Course Deletion**

   _____**Course Revision**   _____**Course Number and/or Title Change** _____**Catalog Description Change**

Current Course prefix, number and full title	*Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

   _____ **This course is also proposed as a Liberal Studies Course.**   _____ **Other: (e.g., Women's Studies,**
   _____ **This course is also proposed as an Honors College Course.**   **Pan-African)**

3.   Program Proposals
   _____**New Degree Program**
 	
   _____**New Minor Program**
	_____**Catalog Description Change** _____**Program Revision**
	
	 _____**Program Title Change** **_X_ Other**
	
	 _____**New Track** **Liberal Studies Criteria for Information Literacy CAC**

Current program name	*Proposed* program name, if changing *Revised as designation under LS Electives* *See 10-65*

4. Approvals   Date

		Date
Department Curriculum Committee Chair(s)	*N/A*	
LIBERAL STUDIES **Department Chair(s)**	*David H. Pistole*	*1/11/10*
College Curriculum Committee Chair	*N/A*	
College Dean	*David H. Pistole*	*1/11/10*
Director of Liberal Studies *	*David H. Pistole*	*1/11/10*
Director of Honors College *		
Provost *	*Gerald Intemann (m)*	*1/19/10*
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist* *Rev*	*3-15-11* *2/16/10*

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Explanation of Revisions to Liberal Studies Information Packet

Criteria for Liberal Studies curriculum categories and courses are being added and/or revised to address the revisions made to the Liberal Studies curriculum, the revised Liberal Studies Curriculum Framework and the approved Expected Undergraduate Student Learning Outcomes approved by University Senate and the IUP Council of Trustees.

These criteria will be implemented along with the revised Liberal Studies curriculum framework in Fall 2011 for incoming first year students. Students enrolled at IUP prior to Fall 2011 will be transitioned out of the current program and curriculum exceptions will be made as needed to accommodate those students.

The criteria outlined in this document were developed in large part by subcommittees of university personnel who wrote guidelines for each category and were then later reviewed by departments and interested individuals. At the start of the fall 2009 semester, these criteria were posted on the Liberal Studies web site and open to campus-wide feedback. The Liberal Studies Committee has considered all the comments received and has completed a final edit of these criteria.

Included in this curriculum proposal are the criteria for the Information Literacy Competency-Across-the-Curriculum.

B. Information Literacy Competency-Across-the-Curriculum

The Information Literacy CAC can be accomplished in any part of a student's curriculum including major courses, electives and other Liberal Studies courses with the exception of First Year Seminar and the Technical Communication course taken to fulfill the Liberal Studies Learning Skills requirement.

Information Literacy CAC Expected Undergraduate Student Learning Outcomes

Syllabi for courses designed to fulfill the Information Literacy Competency-Across-the-Curriculum requirement must provide course content that enables students to achieve the Expected Undergraduate Student Learning Outcomes identified below. Course proposals may identify additional objectives from the list of Expected Undergraduate Student Learning Outcomes as appropriate to the course content.

As *Informed Learners* students will demonstrate knowledge and understanding of:
- the aesthetic facets of human experience

As *Empowered Learners* students will demonstrate:
- effective oral and written communication abilities
- ease with textual, visual and electronically-mediated literacies
- information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources
- critical thinking skills including analysis, application and evaluation

As *Responsible Learners* students will demonstrate:
- intellectual honesty

Information Literacy CAC Required Course Content

Proposals for courses designed to fulfill the Information Literacy Competency-Across-the Curriculum must include:
- course pedagogy and assignments that address a minimum of three of the five standards from the IUP Information Literacy Competency Standards*
- assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, on-line periodical databases, government documents, web pages, etc.)
- course content that addresses the legal and ethical use of information
- include at least one written research assignment that requires students to use a style manual (APA, MLA, Chicago, Turabian, etc.) to document sources

Proposers of courses designed to fulfill the Information Literacy Competency-Across-the-Curriculum courses are encouraged to develop course content that will:
- include interaction with the library's resources and/or with a librarian
- provide students with an understanding of how information is organized and retrieved, including both primary and secondary resources
- include at least 50% of the course grade based on information literacy assignments

All courses designed to fulfill the Information Literacy Competency-Across-the Curriculum requirement will establish the following common learning objectives:
At the conclusion of the course the student should be able to:
- determine when information deficiencies exist
- identify and analyze sources of information
- implement effective information search strategies
- determine the authenticity of supporting or conflicting information
- present information clearly and effectively to an intended audience

<u>Standard 1</u>: The information literate person determines the nature and extent of the information needed.

<u>Standard 2</u>: The information literate person accesses needed information effectively and efficiently.

<u>Standard 3</u>: The information literate person evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value systems.

<u>Standard 4</u>: The information literate person, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

<u>Standard 5</u>: The information literate person understands context, meaning, many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

At the conclusion of the course the student should be able to:
- determine when information deficiencies exist
- identify and analyze sources of information
- implement effective information search strategies
- determine the authenticity of supporting or conflicting information
- present information clearly and effectively to an intended audience