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LSC Use Only Proposal No: UWUCC Use Only Proposal No: ~~13-87~~
 LSC Action-Date: R-3/27/14 W-7/21/16 UWUCC Action-Date: Senate Action Date:

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Portia Diaz	Email Address portia@iup.edu
Proposing Department/Unit Library	Phone 7-2540

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

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: **LIBR 251 Information Access in the Digital Age**

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Portia Diaz</i>	10/1/13
Department Chairperson(s)	<i>Sandra P. Janicki</i>	10/3/13
College Curriculum Committee Chair		
College Dean	<i>[Signature]</i>	10/1/13
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		

Received
 FEB 26 2014
 Liberal Studies
 Received
 OCT 4 2013
 Liberal Studies

Part II. 1.

LIBR 251 Information Access in the Digital Age SYLLABUS OF RECORD

I. Catalog Description

LIBR 251 Information Access in the Digital Age

3c-01-3cr

Information Access in the Digital Age is an introduction on how to access information for library research using current technologies. This course equips the student with information literacy skills to become an empowered learner who can access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understand the economic, legal, and social issues surrounding the use of information; and access and use information ethically and legally. Basic knowledge of computer applications is helpful.

II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Students will be able to:

Objective 1:

Explain the importance of information literacy as it pertains to their academics and life long learning.

Expected Student Learning Outcome 1

Informed Learners

Rationale:

Assignments will require students to demonstrate knowledge and understanding of the past and present historical, philosophical, and social perspectives of information technologies as they pertain to information literacy. This will be achieved as students identify the competencies of information literacy skills through the examination and analysis of a research topic, careers in their discipline, and the role of technology in information access in their field.

Objective 2:

Examine the research inquiry process.

Expected Student Learning Outcome 2

Empowered Learners

Rationale:

Through assignments tied to the course readings, students will examine the research inquiry process and develop a research plan that will involve creating a research question and search strategy. This will be achieved through a multimedia presentation of their topic, which will also address multi-literacy skills.

Objective 3:

Evaluate strategies and tools for discovery.

Expected Student Learning Outcome 1

Informed Learners

Rationale:

Assignments will provide students with hands on experience in searching and evaluating various of databases (private and public). The student will demonstrate knowledge and understanding of the interrelationships within and across disciplines in research strategies and tools.

Objective 4:

Implement strategies and search techniques to find and evaluate sources.

Expected Student Learning Outcome 2 and 3

Empowered Learners and Responsible Learners

Rationale:

Through readings, demonstrations and assignments students will learn to execute good search techniques that will yield scholarly sources that they can use for their research paper. This will be achieved by the learner's understanding of information structures and how it is organized.

Objective 5:

Demonstrate an understanding of ethical and behavioral consequences when using sources.

Expected Student Learning Outcome 1, 2 and 3

Informed, Empowered Learners, and Responsible Learners

Rationale:

A lecture on plagiarism and copyright that promote intellectual honesty will be followed up with assignments that identify the proper ways to cite sources through references and in text citations using various citation styles according to discipline.

III. Detailed Course Outline

A. Introduction to Information Literacy	(1 hour)
B. Introduction to Research as an Inquiry	(1 hour)
• Reasons for Research	(1 hour)
• Types of Research	(1 hour)
• How Knowledge is Shared	(1 hour)
• Research Assignments	(1 hour)
Exam#1	(1 hour)
C. Research Plan	
• Research Question	(2 hours)
• Strategy	(2 hours)
• Tools & Tactics	(2 hours)
• Evaluation of Sources	(2 hours)
• Thesis	(2 hours)
• Argument & Outline	(1 hour)
• Drafting & Revising	(1 hour)
Exam#2 (Midterm)	(1 hour)
D. The Library Research Process	
• The Librarian	(2 hours)
• The Physical and Virtual Library	(2 hours)
E. Strategy and Tools for Discovery	
• Types of Tools	(3 hours)
• Search Strategies	(3 hours)
Exam#3	(1 hour)

F. Finding Sources

- Online Catalog (2 hour)
- Database Searching (3 hours)
- Google Advance/Scholar (1 hour)
- Evaluating: What, where, and is it any good? (2 hours)

G. Writing the Paper

- Citation Styles (1 hour)
- Plagiarism (1 hour)
- Copyrights (1 hour)

Exam#4 (Finals Week)

(2 hour)

IV Evaluation Methods**Final Grade will be determined as follows:**

1. Four examinations (40%) Student learning will be assessed at the end of each learning module. Exams will test student's knowledge of content and their ability demonstrate how to use research tools to access information in the digital age by evaluating such materials, and using them ethically including using standard styles of citation.
2. One final project (20%) which demonstrates student's ability conduct a research inquiry and use library research to find, evaluate and use information effectively. This will take the form of final research paper.
3. Research topic multimedia presentation (20%) which will demonstrate student's information literacy skills to access, evaluate, interpret, and use information from a variety of sources as well as their ease with textual, visual and electronic media.
4. Class attendance and participation, homework assignments including completion of discussions, group projects, and presentations. (20%)

V. Grading Scale

Grading Scale 90-100 A B 80-89 C 70-79 D 60-69 F 59 and below.

VI Undergraduate Course Attendance Policy

The requirement for attendance is in accordance with the University Attendance Policy as outlined in the undergraduate catalog.

VII Required Textbooks

Wilson, G. (2014). *100% information literacy success*. Stamford, CT: Cengage Learning.

VIII. Special resource requirements:

None.

IX Bibliography

American Psychological Association (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

- Anderson, C.E. (2009). *What every student should know about citing sources with APA documentation*. New York: Pearson Longman.
- Badke, W. (2009). Stepping beyond Wikipedia. *Educational Leadership* 66(6), 54-58.
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- Bruni, L. (2011). Cognitive sustainability in the age of digital culture. *Triplec(Cognition, Communication, Co-Operation): Open Access Journal For A Global Sustainable Information Society*, 9(2), 473-482.
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- Jones, T., & Cuthrell, K. (2011). YouTube: Educational potentials and pitfalls. *Computers in the Schools*, 28(1), 75-85.
- Lipson, C. (2005). *Doing honest work in college*. Chicago, IL: University of Chicago Press.
- Manuel, K. (2006). *Information literacy course handbook for distance and in-class learners*. Pittsburgh, PA: Library Instruction Publications.

- O'Sullivan, M.K. & Scott, T.J. (2005). Analyzing student search strategies: Making a case for integrating information literacy skills into the curriculum. *Teacher Librarian*, 33(1), 21-25.
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- Repman, J. & Carlson, R. (2002). Building blocks for information literacy. *Education Libraries*, 25(2), 22-25.
- Solomon, A. Taylor, T., Wilson, G. & Williamson, N. (2011). *100% information literacy success*. 2nd ed. Boston, MA: Cengage Learning.
- Starkey, L. (2012). The complexity of educational change at the start of the digital age. *Journal of Education Research*, 6(1), 35-50.
- Stern, L. (2006). What every student should know about avoiding plagiarism. New York, NY: Pearson Longman.
- Wallis, C. & Steptoe, S. (2006). How to bring our schools out of the 20th century. *Time*, 168(25).
- Wilson, G. (2014). *100% information literacy success*. Stamford, CT: Cengage Learning.

Part II. 2.

Summary of the Proposed Revision
for
LIBR 251 Information Access in the Digital Age

Catalog Description Change

Old

2 class hours

0 lab hours

2 credits

(2c-0l-2cr)

Introduction to library research is designed to equip the student with information literacy skills so that the student will be able to determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one's knowledge base, use information effectively to accomplish a specific purpose, understand the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally. The course will provide the student with conceptual and practical expertise as an information networker to locate, evaluate, and use effectively the needed information. Basic knowledge of computer application is helpful.

New

3c-0l-3cr

Information Access in the Digital Age is an introduction on how to access information for library research using current technologies. This course equips the student with information literacy skills to become an empowered learner who can access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understand the economic, legal, and social issues surrounding the use of information; and access and use information ethically and legally. Basic knowledge of computer applications is helpful.

Part II. 3.

Justification for the revision is to get course reapproved as a Liberal Studies Elective under the new Liberal Studies criteria. The course is will become a 3 credit course as well as the course outcomes and assessments are mapped to the three required Liberal Studies Expected Undergraduate Student Learning Outcomes (EUSLOs). The catalog description has also been revised to reflect the 200 level designation removing the introductory component to the course since there is a 1 credit LIBR 151 Introduction to Library Search course. LIBR 251 Information Access in the Digital Age in an information literacy course that introduces the learner to information literacy through library research. Learners also acquire technology literacy because library research requires the student use computer applications and software in order to search databases and write research papers, which are needed skills for all students during their matriculation and once they graduate. This makes LIBR 251 a perfect liberal studies elective because it can be taken at any point during a student's career allowing the student to utilize their gained skills in current and future academic work as well as after they graduate.

Liberal Studies Course Approval General Information

1. The Library's strategy to assure that basic equivalency exists within the courses offered is accomplished through its long standing Curriculum Committee which coordinates the development and revisions of courses. The committee provides a syllabus of record to faculty teaching the course as well as shares the syllabi of faculty who have taught or currently teaching the course. There is also an established committee on Instruction and Evaluation that meets periodically to exchange information on teaching information literacy.
2. Due to the nature of the course it is very easy to incorporate subject matter that include the perspectives and contributions of ethnic and racial minorities and of women in assignments dealing with searching topics in the online catalog and article databases. This course equips the student with information literacy skills so that the student is able to evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose; understand the economic, legal, and social issues surrounding the use of information; and access and use information ethically and legally. This course provides conceptual and practical expertise as an information networker to locate, evaluate, and effectively use the needed information. These are crucial and important skills for a student to have in order to understand what the information before them means. Understanding the type of sources and where they came from can make them more sensitive to the visual representations in the books or media they find. This course lends itself to assignments that encourage students to attend campus events such as the 6 O'clock Speaker Series.
3. LIBR 251 should ideally be taken in the learner's freshmen year. This course is currently taught on a regular basis as part of the Punxsutawney Regional Campus First Year Experience courses. At least one non-textbook work of fiction or non-fiction is selected each year. This non-textbook work lends itself to exploration of topics that students may conduct library research on. This allows students to engage in a common theme for the semester and ties the first year experience curriculum with information literacy.
4. This course introduces students to information literacy skills that help them with research as early as their first semester or as late as their senior year. Regardless of the timing, students are given information literacy skills that help them in their major as well as courses they are taking in the Liberal Studies sequence. This is very different from what is provided for beginning majors because it does more than introduce the student to a specific discipline. More importantly, this may be the only formal college instruction on information literacy the student will obtain that applies to all disciplines, as well as to lifelong learning.

**LIBR 251 Information Access in the Digital Age
SYLLABUS OF RECORD**

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3c-01-3cr

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Expected Student Learning Outcome 1

Informed Learners

Rationale:

Assignments will require students to demonstrate knowledge and understanding of the past and present historical, philosophical, and social perspectives of information technologies as they pertain to information literacy. This will be achieved as students identify the competencies of information literacy skills through the examination and analysis of a research topic, careers in their discipline, and the role of technology in information access in their field.

Objective 2:

Examine the research inquiry process.

Expected Student Learning Outcome 2

Empowered Learners

Rationale:

Through assignments tied to the course readings, students will examine the research inquiry process and develop a research plan that will involve creating a research question and search strategy. This will be achieved through a multimedia presentation of their topic, which will also address multi-literacy skills.

Objective 3:

Evaluate strategies and tools for discovery.

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Rationale:

Assignments will provide students with hands on experience in searching and evaluating various of databases (private and public). The student will demonstrate knowledge and understanding of the interrelationships within and across disciplines in research strategies and tools.

Objective 4:

Implement strategies and search techniques to find and evaluate sources.

Expected Student Learning Outcome 2 and 3

Empowered Learners and Responsible Learners

Rationale:

Through readings, demonstrations and assignments students will learn to execute good search techniques that will yield scholarly sources that they can use for their research paper. This will be achieved by the learner's understanding of information structures and how it is organized.

Objective 5:

Use insight, evaluation and argument to critically write a research paper.

Expected Student Learning Outcome 1, 2 and 3

Informed, Empowered Learners, and Responsible Learners

Rationale:

Through assigned readings tied into numerous class examples, students will demonstrate an understanding of ethical and behavioral consequences of decisions and actions on themselves, on society and the physical world; and recognize how it relates to information they have gathered, organized, and critically evaluated to form the argument to write their research paper. This will be achieved through discussions about plagiarism and copyright that will demonstrate intellectual honesty.

III. Detailed Course Outline

A. Introduction to Information Literacy	(1 hour)
B. Introduction to Research as an Inquiry	(1 hour)
• Reasons for Research	(1 hour)
• Types of Research	(1 hour)
• How Knowledge is Shared	(1 hour)
• Research Assignments	(1 hour)
Exam#1	(1 hour)
C. Research Plan	
• Research Question	(2 hours)
• Strategy	(2 hours)
• Tools & Tactics	(2 hours)
• Evaluation of Sources	(2 hours)
• Thesis	(2 hours)
• Argument & Outline	(1 hour)
• Drafting & Revising	(1 hour)
Exam#2 (Midterm)	(1 hour)
D. The Library Research Process	
• The Librarian	(2 hours)
• The Physical and Virtual Library	(2 hours)
E. Strategy and Tools for Discovery	
• Types of Tools	(3 hours)
• Search Strategies	(3 hours)

Exam#3 (1 hour)

F. Finding Sources

- Online Catalog (2 hour)
- Database Searching (3 hours)
- Google Advance/Scholar (1 hour)
- Evaluating: What, where, and is it any good? (3 hours)

G. Writing the Paper

- Citation Styles (1 hour)
- Plagiarism (1 hour)
- Copyrights (1 hour)

Exam#4 (Finals Week) (1 hour)

IV Evaluation Methods

Final Grade will be determined as follows:

1. Four examinations (40%) Student learning will be assessed at the end of each learning module. Exams will test student's knowledge of content and their ability demonstrate how to use research tools to access information in the digital age by evaluating such materials, and using them ethically including using standard styles of citation.
2. One final project (20%) which demonstrates student's ability conduct a research inquiry and use library research to find, evaluate and use information effectively. This will take the form of final research paper.
3. Research topic multimedia presentation (20%) which will demonstrate student's information literacy skills to access, evaluate, interpret, and use information from a variety of sources as well as their ease with textual, visual and electronic media.
4. Class attendance and participation, homework assignments including completion of discussions, group projects, and presentations. (20%)

V. Grading Scale

Grading Scale 90-100 A B 80-89 C70-79 D 60-69 F 59 and below.

VI Undergraduate Course Attendance Policy

The requirement for attendance is in accordance with the University Attendance Policy.

VII Required Textbooks

George, M. W. (2008). *The elements of library research: What every student needs to know*. Princeton, NY: Princeton University Press

Supplemental Reading:

Yearly Common Freshmen Reader

VIII. Special resource requirements:

None.

IX Bibliography

American Psychological Association (2009). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Anderson, C.E. (2009). *What every student should know about citing sources with APA documentation*. New York: Pearson Longman.

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Hemmig, W., Johnstone, B., & Montet, M. (2012). Create a sense of place for the mobile learner. *Journal of Library & Information Services in Distance Learning*, 6(3/4), 312-322. doi:10.1080/1533290X.2012.705175

Hock, R. and Notes, G. R. (2007) *The extreme searcher's Internet handbook: A guide for the serious searcher*. Medford, NJ: CyberAge.

LIBR 251 Information Access in the Digital Age

Jones, T., & Cuthrell, K. (2011). YouTube: Educational potentials and pitfalls. *Computers in the Schools, 28*(1), 75-85.

Lipson, C. (2005). *Doing honest work in college*. Chicago, IL: University of Chicago Press.

Manuel, K. (2006). *Information literacy course handbook for distance and in-class learners*. Pittsburgh, PA: Library Instruction Publications.

O'Sullivan, M.K. & Scott, T.J. (2005). Analyzing student search strategies: Making a case for integrating information literacy skills into the curriculum. *Teacher Librarian, 33*(1), 21-25.

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Solomon, A. Taylor, T., Wilson, G. & Williamson, N. (2011). *100% information literacy success*. 2nd ed. Boston, MA: Cengage Learning.

Starkey, L. (2012). The complexity of educational change at the start of the digital age. *Journal of Education Research, 6*(1), 35-50.

Stern, L. (2006). What every student should know about avoiding plagiarism. New York, NY: Pearson Longman.

Wallis, C. & Steptoe, S. (2006). How to bring our schools out of the 20th century. *Time, 168*(25).

Course Analysis Questionnaire

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This is a course revision. The Library does not have a program. This three-credit class is a multidisciplinary course designed to introduce students of any discipline to information literacy and library research.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements

No.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has been approved as a Liberal Studies Elective since 2004. This course revision reflects changes in the way the course is currently being taught and to comply with the new Liberal Studies revisions.

A4 is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course will be not offered for variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

So far there is no course exactly like this course offered for credit. Courses similar to this one are offered face-to-face and online at many other institutions and some even require similar courses for all students. Some examples include:

The closest course available is at the University of Southern Mississippi called LIS 201: Introduction to Information Literacy University of Southern Mississippi
<http://ocean.otr.usm.edu/~w146169/201syllabus.htm>

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

This three-credit course follows the guidelines of ACRL's [Information Literacy Competency Standards for Higher Education](http://www.ala.org/acrl/standards/informationliteracycompetency) (<http://www.ala.org/acrl/standards/informationliteracycompetency>). According to ACRL, information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

Only librarians will teach this class.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course offers students the opportunity to develop information literacy skills, which will assist students in their other courses. Because it draws students from different disciplines it provides students with an opportunity to see how research is done in other disciplines.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

Not at this time.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

This is a course revision to reflect changes in the class that already exist. Library faculty already teach this class and it will require no additional staffing.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

***Space**

***Equipment**

***Laboratory Supplies and other Consumable Goods**

***Library Materials**

***Travel Funds**

Resources are already in place to support this course.

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Under its previous title, this course is offered each semester with between one and four sections.

C5 How many sections of this course do you anticipate offering in any single semester?

Between one and four sections.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

This class is limited to the number of computers available in the classroom because each student is required to have access to a computer.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

See attach ACRL information literacy standards.