



Origination: 10/12/2017
Effective: 6/19/2019
Last Approved: 6/19/2019
Last Revised: 6/19/2019
Next Review: 6/18/2021
Owner: Faculty Organization
Policy Area: College of Nursing CNG
References:
Applicability: MVHS

Information Literacy Across the Curriculum, CNG-100.18

PURPOSE

The purpose of this policy is to define the process for integrating Information Literacy Across the Curriculum. The graduate is expected to achieve Educational Objective #10:

SCOPE

Students, Faculty

REFERENCES

Middle States Commission on Higher Education (2003). *Developing Research and Communication Skills*, retrieved from <http://msche.org/publications/Developing-Skills080111151714.pdf>

DEFINITIONS / ABBREVIATIONS

The College has adopted the definition of information literacy composed by the Middle States Commission on Higher Education and found in *Standards of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* (2002) as follows:

“Information literacy is an intellectual framework for identifying, finding, understanding, evaluating, and using information. It includes determining the nature and extent of needed information; accessing information effectively and efficiently; evaluating critically information and its sources; incorporating selected information in the learner’s knowledge base and value system; using information effectively to accomplish a specific purpose; understanding the economic, legal, and social issues surrounding the use of information and information technology; and observing laws, regulations, and institutional policies to the access and use of information.”

PROCEDURE / DIRECTIVE

1. Each course will have established objectives and evaluated behaviors that are outlined in the document [Information Literacy Across the Curriculum](#).
2. Each nursing course will include an assignment in which Information Literacy Skills are practiced and evaluated. Included in each assignment for every course is the learner’s ability to apply QSEN competencies, integrate an evidence-based nursing journal to the topic and utilize proper writing mechanics and APA format. This assignment is considered a mandatory component of the course. The student must successfully complete this assignment during the nursing course. If a student receives a failing grade on this assignment, re-submission is required with the maximum possible grade of 75. Any late penalties incurred (five points/day) will be subtracted from the grade and that will be the final grade posted on MOODLE.
3. The faculty will grade the assignment using the grading rubrics for each assignment and submit the data to the course coordinator. The course coordinator will enter the data into the electronic spreadsheets in the Information Literacy folder on the College Drive to establish benchmarks for application of QSEN, integration of evidence-based journals and APA.
4. Random samples will be collected per the Random Sampling Policy.
5. An evaluation of the completed Information Literacy assignments shall be completed in the course wrap- up meeting and included in the minutes. These minutes will be reviewed in the start-up meeting of the course. The evaluation shall include review of data and methods to improve outcomes if necessary.
6. The College Librarian will review the Information Literacy Benchmark data and present the finding at the Information & Technology Literacy committee meeting.
7. The College Librarian will maintain an electronic file of all Information Literacy Assignment Guidelines and sample assignments and Rubrics each semester for the purposes of accreditation.
8. The Committee for Institutional and Student Assessment & Retention will oversee the Information Literacy annual evaluations.

CONTENT EXPERT(S) / RESEARCHER(S) / CONTRIBUTOR(S):

Information Literacy Across the Curriculum

Objectives for 116 & 141	Objectives for 118 & 142	Objectives for 122	Objectives for 232, 233	Objectives for 240 & 244
Use the components of	Apply the components of	Apply the components of	Initiate use of the	Integrate the components of

information literacy in structured assignments	information literacy to complete assignments	information literacy to appropriately complete assignments.	components of information literacy to meet learning needs	information literacy, including recognizing the need for, accessing, evaluating, and incorporating information to accomplish a specific purpose in pursuit of ongoing personal and professional development
Evaluated Behaviors	Evaluated Behaviors	Evaluated Behaviors	Evaluated Behaviors	Evaluated Behaviors
1. Identifies professional vs. non-professional resources with guidance. 2. Conducts a literature search. 3. Shares acquired information into course assignment as outlined in the assignment guidelines.	1. Recognizes that information is organized into disciplines. 2. Selects professional vs. nonprofessional resources independently as required. 3. Outlines criteria for validity of information obtained from websites. 4. Conducts a literature search. 5. Chooses appropriate article. 6. Incorporates acquired information into course assignment as outlined in the assignment guidelines.	1. Recognizes that information is organized into disciplines. 2. Selects professional vs. nonprofessional resources independently as required. 3. Outlines criteria for validity of information obtained from websites. 4. Conducts a literature search. 5. Chooses appropriate article. 6. Incorporates acquired information into course assignment as outlined in the assignment guidelines.	1. Organizes information to achieve a manageable focus. 2. Incorporates appropriate resources for needed information. 3. Selects appropriate websites to obtain valid information for focused assignments. 4. Conducts a literature search. 5. Chooses appropriate article. 6. Integrates multiple sources of information into course assignment as outlined in the assignment guidelines.	1. Analyzes information to expand knowledge base. 2. Integrates appropriate resources based on identified needs. 3. Utilizes appropriate websites to retrieve valid information based on identified needs. 4. Conducts a literature search. 5. Chooses appropriate article. 6. Assimilates knowledge from multiple sources into course assignment as outlined in the assignment guidelines.

This Document Replaces:

NSG-CNG-100.18

Attachments:

No Attachments

Approval Signatures

Step Description	Approver	Date
Owner	Faculty Organization	6/19/2019

Applicability

MVHS