Liberal Education Program Committee Meeting
Wednesday, May 2, 2012
3:25–4:45pm – ASC 308
Meeting Minutes

- Meeting was called to order at 3:30 p.m.

- Minutes of the 4/25/12 meeting were approved.

- Announcements
  - LEPC’s resolution defining “major change” passed at UCF, but the Senate received a concerned email from the Exercise Science department, which believes the minor changes (that do not appear in the resolution) are actually major changes
    - The LEPC will try to clarify the situation
    - Thank you to our departing members, John and Armen!

- Committee and Ad Hoc reports – update from Psychology (Deb)
  - At their last meeting, they discussed creating an “Intro to psychology” course that would revise PSY 100 and be offered in two ways: 1 Mind & Body (to assist nursing), 1 Natural Science (to assist education)
  - Education may not actually need a Natural Science course, but they have neither confirmed nor denied
  - Psychology is willing to move forward on these classes, but they still want their majors to be able to take PSY 100 the first semester (which relates back to the discussions regarding Tier 2 courses in students’ first semester).

- Old Business

  - Continuation of discussion on Information Literacy embedded competency (see below for draft by Wendy).
    - A few changes were made in response to librarians’ comments, and the library wishes to make it clear that they cannot pay for any information literacy standardized test
    - INQ/CT learning communities that are already working together will pilot the information literacy collaboration in the fall, to develop a model other learning communities can follow
    - Wendy will work with Michael Ben-Avie to pilot the standardized assessment tools in the fall as well

- Meeting adjourned at 4:45 p.m.

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The Liberal Education Program at Southern
Embedded Information Literacy Competency
Draft [revised 4/27/12]

From p. 11: “[T]he first semester of the freshman experience has a major focus on writing, including an introduction to information literacy.”
Tier 1
• Each INQ 101 class visits the library and completes the INQ 101 Library Assignment, customized to each instructor’s course
  • Each linked Critical Thinking class returns to the library for a follow-up to the INQ session, focused on reviewing key information literacy concepts and thinking critically about learning these concepts and skills
  • Each Technological Fluency class devotes at least 30 minutes of a class period to a librarian-led session about search strategy and resources students can use for research
  • Each ENG 112 class is given the option of participating in a librarian-led session to further synthesize skills learned in INQ 101, Critical Thinking, and Technological Fluency
  • Each ENG 112 class administers a standardized information literacy skills test (such as SAILS or iSkills) to check that students are beginning to achieve this competency

Tier 2
• All instructors of Tier 2 classes in every Area of Knowledge & Experience are encouraged to collaborate with librarians to build information literacy reinforcement assignments into their coursework

Tier 3
• All instructors of Tier 3 classes are encouraged to require students to make an individual appointment (in person or via email) with the appropriate subject librarian before beginning research on their capstone project
  • Each Tier 3 class administers the same standardized information literacy skills test (such as SAILS or iSkills) as in ENG 112 to check that students are advancing in this competency

Major Courses
• Each major program identifies a required course involving research that all students in the major take and devotes at least 30 minutes of a class period to a librarian-led session focusing on research tools and resources in the major.