



Origination 10/12/2017  
Last Approved 6/25/2024  
Effective 6/25/2024  
Last Revised 6/25/2024  
Next Review 6/25/2026

Owner Faculty Organization  
Policy Area College of Nursing CNG  
Applicability MVHS

## Information Literacy Across the Curriculum, CNG-100.18

### PURPOSE

To define the process for integrating Information Literacy Across the Curriculum.

### SCOPE

Students, Faculty

### DEFINITIONS

ALA: American Library Association

QSEN: Quality and Safety Education for Nurses

KSA's: Knowledge, skills and attitudes

### REFERENCES

American Library Association (2024). Information Literacy. Retrieved June 11, 2024 from <https://literacy.ala.org/information-literacy/>

The College has adopted the definition of information literacy composed by the American Library Association (ALA) as follows:

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.” To be information literate, then, one needs skills not only in research but in critical thinking.

# PROCEDURE / DIRECTIVE

1. Each course will have established objectives and evaluated behaviors that are outlined in the document Information Literacy Across the Curriculum (Appendix A).
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 and KSA's, integrate evidence-based practice to the topic and utilize proper writing mechanics, and APA format.
3. This assignment is considered a mandatory component of the course. The student must successfully complete this assignment (grade of greater than or equal to 77%) during the nursing course. If a student receives a failing grade on this assignment, re-submission is required with the maximum possible grade of 77%. Any late penalties incurred (five points/day) will be subtracted from the grade given (if successful on the assignment) or from the maximum grade of 77% (if assignment needed to be resubmitted) and that will be the final grade posted on MOODLE.
4. 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 spreadsheet in the Information Literacy folder on the College Drive to establish benchmarks for application of QSEN KSA's, integration of evidence-based practice, and APA.
5. Random samples will be collected per the Selecting Samples of Academic Documents (CNG-100.40).
6. 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 planning meeting of the course. The evaluation shall include review of data and methods to improve outcomes if necessary.
7. The Information & Technology Literacy Chair will review the Information Literacy Benchmark data and present the finding at the Information & Technology Literacy committee meeting.
8. The Institutional Effectiveness Committee will oversee the Information Literacy annual benchmarking data.

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

### Appendix A

#### 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 information literacy in structured assignments	Apply the components of information literacy to complete assignments	Apply the components of information literacy to appropriately complete	Initiate use of the components of information literacy to meet learning needs	Integrate the components of information literacy, including recognizing the need for,

		assignments.		accessing, evaluating, and incorporating information to accomplish a specific purpose in pursuit of ongoing personal and professional development
<b>Evaluated Behaviors</b>	<b>Evaluated Behaviors</b>	<b>Evaluated Behaviors</b>	<b>Evaluated Behaviors</b>	<b>Evaluated Behaviors</b>
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

### Approval Signatures

Step Description	Approver	Date
Owner	Faculty Organization	6/25/2024

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### Applicability

MVHS

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